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ABSTRACT

This self-study program for the high-school level contains lessons in the following subjects: Difficult Words to Spell; Sentences and Their Parts; Adjectives and Adverbs; Comparative Forms; Spelling ie and ei Words; Using Negatives Correctly; Using Prepositions and Prepositional Phrases; Spelling - ance and ence Words; Subject and Object Pronouns; Possessive and Reflexive Pronouns; Possessive and Plural Nouns; Spelling Confusing Word Pairs; Subject and Verb Agreement; Past Verb Forms; and Spelling More Difficult Words. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

DIFFICULT WORDS TO SPELL

LEVEL: III

UNIT: 4

LESSON: 1



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MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

INTRODUCTION TO SPELLING LESSONS

Let's suppose that you are job hunting, and as you are reading the classified ads, you come across a job description that sounds interesting. The ad suggests that you write to a certain box number and describe your interests and skills. The employer is going to judge you not only on what you write about yourself, but on how you write it. He will certainly expect you to be able to spell correctly.

Spelling is a skill you depend on every time you write. For example, you will probably fill out applications; you most likely write letters or notes to your friends; most jobs require some writing, from merely completing a sales check to writing complicated business forms or even brief reports. Spelling counts!

Among the English Usage progressions there are eleven spelling lessons. You will learn basic spelling rules for many of the words, and you will also learn memory tricks to help you remember how to spell those words that do not follow rules.

At the end of each spelling lesson is a list of all the words taught in that lesson. Each word is defined and used in a sentence or phrase to illustrate the meaning of the word and how it is used. After you complete each lesson, you may save the word lists and use them for review.

<p>1.</p> <p>PREVIEW</p> <p>In this lesson you will be introduced to several more words which are frequently misspelled because they are tricky in some way. The confusing parts of the words will be pointed out to you.</p> <p>NO RESPONSE REQUIRED</p>	<p>GO ON TO THE NEXT FRAME</p>
<p>2.</p> <p>READ the following sentences, paying particular attention to the meaning of the underlined words. If these sentences do not clearly relate to you the meanings of these words, refer to the word list at the end of the lesson.</p> <p>a. The <u>sophomore</u> class <u>athletic</u> day will be held on September <u>twelfth</u>.</p> <p>b. Knowing the correct <u>pronunciation</u> of the word <u>drowned</u> will make this word easier to spell.</p> <p>Below are definitions of the underlined words in the sentences above. WRITE each of the underlined words on the line next to the phrase which most closely matches it. Be careful to spell the words correctly.</p> <p>What comes after "eleventh" _____</p> <p>The second year of high school _____</p> <p>Involving sports and games _____</p> <p>The way of saying a word _____</p> <p>Died in the water _____</p>	<p>twelfth sophomore athletic pronunciation drowned</p>
<p>3.</p> <p>Now that you are familiar with the meaning of these five words, let's study each of them separately, to learn how to spell them correctly.</p> <p>NO RESPONSE REQUIRED</p>	<p>GO ON TO THE NEXT FRAME</p>

<p>4.</p> <p>LOOK AT the whole word: athletic</p> <p>READ the word in its parts: ath LE tic</p> <p>CIRCLE the middle part of the word: athletic</p> <p>How many "e's" are there in the word <u>athletic</u>? _____</p>	<p>ath<u>le</u>tic</p> <p>1</p>
<p>5.</p> <p>FILL IN the blank with the missing letter(s):</p> <p>ath__tic</p>	<p>ath<u>le</u>tic</p>
<p>6.</p> <p>WRITE the number of the word which is spelled correctly:</p> <ol style="list-style-type: none"> 1. atheletic 2. atheltic 3. athletic 	<p>3</p>
<p>7.</p> <p>LOOK AT the whole word: twelfth</p> <p>There is an "elf" in the word "twelfth."</p> <p>CIRCLE the "elf" in "twelfth."</p>	<p>tw<u>elf</u>th</p>
<p>8.</p> <p>FILL IN the missing letters to complete this sentence:</p> <p>Frank said he saw an elf on April tw____th, but no one believed him.</p>	<p>tw<u>elf</u>th</p>

<p>9.</p> <p>WRITE the number of the word which is correctly spelled:</p> <ol style="list-style-type: none"> 1. twelth 2. twefth 3. twelfth 	<p>3</p>
<p>10.</p> <p>LOOK AT the word: drown</p> <p>This word is in the present tense. We say:</p> <p style="padding-left: 40px;">"I drown," "They drown," "We drown."</p> <p>To find the past tense add -ed to DROWN.</p> <p>This past tense is DROWNED</p> <p>How many d's are there in drowned?</p>	<p>2</p>
<p>11.</p> <p>READ each of the following sentences. DECIDE which tense of drown would complete the sentence correctly, and WRITE it in the blank provided. Be sure you spell the words correctly.</p> <ol style="list-style-type: none"> 1. I thought he had _____, but he was only pretending. 2. If you use too much water, you will _____ the plant. 3. Last year, a child _____ in this lake. 	<p>drowned</p> <p>drown</p> <p>drowned</p>
<p>12.</p> <p>ADD the letters <u>ed</u> to this word, to make a word that can be used to talk about what happened in the past:</p> <p>drown_____</p>	<p>drowned</p>

<p>13.</p> <p>WRITE the number of the correctly spelled word:</p> <ol style="list-style-type: none"> 1. drownd 2. drowned 3. drownded 4. drownde 	<p>2</p>
<p>14.</p> <p>LOOK AT the whole word: pronunciation</p> <p>READ the word divided into parts: pro NUN ci a tion</p> <p>FILL IN the blank with the missing letters:</p> <p>pro__ciation</p>	<p>pr<u>n</u>unciation</p>
<p>15.</p> <p>The word "nun" appears in the word <u>pronunciation</u>.</p> <p>CIRCLE the "nun" in ,pronunciation:</p>	<p>pr<u>n</u>unciation</p>
<p>16.</p> <p>COMPLETE this sentence by FILLING in the missing letters:</p> <p>We all noticed that the nun had excellent pro__ciation.</p>	<p>pr<u>n</u>unciation</p>

<p>17.</p> <p>WRITE the number of the correctly spelled word:</p> <p>1. pronunciation 2. prononciation 3. pronounciation</p>	<p>1</p>
<p>18.</p> <p>LOOK AT the whole word: sophomore</p> <p>READ the word in its three parts: SOPH o more</p> <p>CIRCLE the middle part of this word: sophomore</p>	<p>sophomore</p>
<p>19.</p> <p>UNDERLINE each of the "o's" in this word:</p> <p>sophomore</p> <p>How many "o's" are there in sophomore? _____</p> <p>FILL IN the blank with the missing letter(s):</p> <p>soph__more</p>	<p>sophomore</p> <p>3</p> <p>sophomore</p>
<p>20.</p> <p>WRITE the number of the correctly spelled word:</p> <p>1. sophomore 2. sophamore 3. sophimore 4. sophmore</p>	<p>1</p>

21.

COMPLETE the following sentences by filling in the missing letter(s).

1. He was tall and strong, and very ath__tic looking.
2. The boy would have drown__ if the life-guard hadn't been alert.
3. The pro__ciation of words is different in different sections of the country.
4. John hated his freshman year in high school, but he was looking forward to his soph__more year.
5. Margie was the tw__th person in the ticket line.

athletic

drowned

pronunciation

sophomore

twelfth

22.

CHECK any word in the list below that is misspelled. If all of the words are spelled correctly, CHECK the box beside "none misspelled."

- ☐ twelfth
- ☐ pronunciation
- ☐ sophomore
- ☐ athletic
- ☐ drownd
- ☐ none misspelled

drownd (should be drowned)

23.

Here is another list of frequently misspelled words.
READ the list carefully, paying special attention to the underlined letters.

calendar
separation
permanent
tournament
particular
secretary
boundary

The underlined letters in the words above are the ones that often cause people to misspell the words. In each case, the letter is a(n) _____.

a

24.

READ the following sentence, paying special attention to the underlined words.

The secretary marked the date of the sports tournament on her calendar because she knew it would be of particular interest to her boss.

COMPLETE the following sentences by writing one of the underlined words above in each of the blanks. Be careful to spell the words correctly.

1. Someone who types, files and does other office work is called a _____
2. The _____ on the wall showed that there were only 12 shopping days until Christmas.
3. The store had numerous books on Africa, but it didn't have a copy of the _____ one he wanted.
4. Both teams had been practicing for months, so the _____ promised to be an exciting one.

secretary

calendar

particular

tournament

25.

READ the following sentence paying particular attention to the underlined words.

The boundary was designed to create a permanent separation between the warring nations.

COMPLETE the following sentences by writing one of the underlined words above in each of the blanks. Be careful to spell the words correctly.

1. His ambition was to earn a _____ place in the Baseball Hall of Fame.
2. The _____ between France and Spain runs through the Pyrenees mountains.
3. In some societies, there is a strict _____ between the work done by the men, and that by the women.

permanent

boundary

separation

26.

Now that you are familiar with the use of this set of words, let's examine them separately to overcome any spelling difficulties they may present.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

27.

LOOK AT the whole word: separation

In order to help you remember how to spell the difficult part of this word, you should remember that there is "a rat" in "separation".

CIRCLE the words "a rat" within this word:

separation

separation

<p>28.</p> <p>COMPLETE the following sentence by filling in the missing letters.</p> <p>Do you know the sep_____ion between a rat and a mouse?</p>	<p>sepa<u>u</u></p>
<p>29.</p> <p>WRITE the number of the correctly spelled word:</p> <ol style="list-style-type: none"> 1. separation 2. sepration 3. seperation 4. separetion 	<p>1</p>
<p>30.</p> <p>READ this sentence. It will help you remember the correct spelling of the word <u>calendar</u>.</p> <p>Please <u>lend</u> me a calendar I can use as a <u>dart</u> board.</p> <p>CIRCLE the word lend in this word: calendar</p> <p>CIRCLE the group of letters which are the same in these words:</p> <p>calendar dart</p>	<p>cal<u>e</u>nd<u>a</u>r</p> <p>calen<u>d</u>ar <u>d</u>art</p>
<p>31.</p> <p>COMPLETE this sentence with the words that will help you remember how to spell <u>calendar</u>.</p> <p>Please _____ me a calendar I can use as a _____ board.</p> <p>How many d's are there in calendar? _____</p>	<p>lend dart</p> <p>1</p>

<p>32.</p> <p>FILL IN the missing letters to complete the sentence.</p> <p>Please lend me a ca_____ I can use as a dart board.</p>	<p><u>calendar</u></p>
<p>33.</p> <p>WRITE the number of the correctly spelled word:</p> <ol style="list-style-type: none"> 1. calandar 2. calander 3. calendar 4. calender 	<p>3</p>
<p>34.</p> <p>LOOK AT the whole word: particular</p> <p>The above word is similar to the word calendar because both words end in the letters _____.</p>	<p>ar</p>
<p>35.</p> <p>If you remember that only a <u>particular calendar</u> can be used as a dart board, you will remember that both words end alike.</p> <p>FILL IN the endings of both words:</p> <p>calend____ particul____</p>	<p><u>calendar</u> <u>particular</u></p>
<p>36.</p> <p>FILL IN the blank with the correct letter(s):</p> <p>He needs a particul____calendar.</p>	<p><u>particular</u></p>

<p>37.</p> <p>WRITE the number of the word which is spelled correctly:</p> <ol style="list-style-type: none"> 1. particular 2. particuler 3. particulur 	<p>1</p>
<p>38.</p> <p>LOOK AT the whole word: permanent</p> <p>It will help you to remember the spelling of this word if you tell yourself that there is a "man" in "permanent."</p> <p>CIRCLE the word "man" in this word: permanent</p>	<p>per<u>man</u>ent</p>
<p>39.</p> <p>FILL IN the missing letters in the word below.</p> <p>The <u>man</u> had a per__ent job.</p>	<p>per<u>man</u>ent</p>
<p>40.</p> <p>WRITE the number of the word which is spelled correctly:</p> <ol style="list-style-type: none"> 1. perminant 2. permanent 3. permenant 	<p>2</p>
<p>41.</p> <p>FILL IN the missing letters to complete the following sentences:</p> <ol style="list-style-type: none"> 1. A rat cannot make a sep__ration between cheese in a trap and plain cheese. 2. Please lend me a particul__r cal__nd__r I can use as a <u>dart</u> board. 3. The man was looking for a perm__nent position. 	<p>sep<u>a</u>ration</p> <p>particul<u>a</u>r, calend<u>a</u>r</p> <p>perm<u>a</u>nent</p>

<p>42.</p> <p>CHECK any word that is misspelled. If all of the words are spelled correctly, check the box beside "none misspelled."</p> <p> <input type="checkbox"/> separation <input type="checkbox"/> calender <input type="checkbox"/> particular <input type="checkbox"/> permanent <input type="checkbox"/> none misspelled </p>	<p>calender (should be calendar)</p>
<p>43.</p> <p>LOOK AT the whole word: tournament</p> <p>Here is a sentence that will help you remember the correct spelling of the above word:</p> <p>Every tournament has a <u>name</u>.</p> <p>CIRCLE the word <u>name</u> in this word: tournament</p>	<p>tourn<u>a</u>ment</p>
<p>44.</p> <p>COMPLETE the sentence below by filling in the missing letters.</p> <p>Every tour_____nt has a name .</p>	<p>tourn<u>a</u>ment</p>
<p>45.</p> <p>WRITE the number of the correct spelling of the following word.</p> <p> 1. tournement 2. tournamunt 3. tournemant 4. tournament </p>	<p>4</p>

<p>46.</p> <p>LOOK AT the whole word: boundary</p> <p>This is another word with part of "dart" in it.</p> <p>Here is a sentence that will help you remember the correct spelling of the above word:</p> <p>His dart hit the boundary of the target.</p> <p>CIRCLE the letters in these two words that they have in common:</p> <p>dart boundary</p>	<p>dar boundar</p>
<p>47</p> <p>COMPLETE this sentence by filling in the correct letters.</p> <p>His dart hit the bound_____y of the target.</p>	<p>boundar<u>y</u></p>
<p>48.</p> <p>WRITE the number of the correct spelling of the word below.</p> <p>1. boundry 2. boundary 3. boundery</p>	<p>2</p>

<p>49.</p> <p>LOOK AT the whole word: secretary</p> <p>Here is a sentence that will help you remember the correct spelling of the above word:</p> <p>It's no <u>secret</u> that the new secretary is named Mary.</p> <p>UNDERLINE the word <u>secret</u> in this word: secretary</p> <p>CIRCLE the letters in these two words that they have in common:</p> <p>secretary Mary</p>	<p><u>secretary</u></p> <p>secretary Mary</p>
<p>50.</p> <p>COMPLETE this sentence by filling in the missing letters.</p> <p>It's no secret that the new secr_____ is named Mary.</p>	<p><u>secretary</u></p>
<p>51.</p> <p>WRITE the number of the correct spelling of the word below.</p> <ol style="list-style-type: none"> 1. secratary 2. secretery 3. secretary 4. secratery 	<p>3</p>

52.

MATCH the words on the right with the clues on the left that will help you to remember their correct spelling.

- | | | |
|-----------------|------------------------|------------|
| A. a rat | 1. _____ boundary | 1. C |
| B. man | 2. _____ calendar | 2. E and C |
| C. dart | 3. _____ permanent | 3. B |
| D. elf | 4. _____ pronunciation | 4. G |
| E. lend | 5. _____ secretary | 5. H |
| F. name | 6. _____ separation | 6. A |
| G. nun | 7. _____ tournament | 7. F |
| H. secret, Mary | 8. _____ twelfth | 8. D |

53.

If you remember that only the boundary of a particular calendar can be used as a dart board, you will remember that these words end with the letters _____.

How many e's are there in the word athletic? _____

How many o's are there in the word sophomore? _____

ADD ed to the verb drown to make the past tense of the verb: _____

ar

1

3

drowned

<p>54.</p> <p>For each of the following frames, CHECK the word that is misspelled. If all words are spelled correctly, check "none misspelled."</p> <ul style="list-style-type: none"> <input type="checkbox"/> twelfth <input type="checkbox"/> atheletic <input type="checkbox"/> separation <input type="checkbox"/> tournament <input type="checkbox"/> none misspelled 	<p>atheletic (should be athletic)</p>
<p>55.</p> <ul style="list-style-type: none"> <input type="checkbox"/> pronunciation <input type="checkbox"/> calendar <input type="checkbox"/> secretery <input type="checkbox"/> boundary <input type="checkbox"/> none misspelled 	<p>secretery (should be secretary)</p>
<p>56.</p> <ul style="list-style-type: none"> <input type="checkbox"/> drownded <input type="checkbox"/> permanent <input type="checkbox"/> particular <input type="checkbox"/> sophomore <input type="checkbox"/> none misspelled 	<p>drownded (should be drowned)</p> <p>Time completed _____</p>
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.</p> </div>	

ATHLETIC	<p>having to do with games or sports; strong</p> <p>He was good in baseball, football and basketball, so everyone agreed he was very <u>athletic</u>.</p>
TWELFTH	<p>used to indicate something that is in the number 12 position in a series, as the <u>twelfth</u> month of the year is December.</p>
DROWNED	<p>lost one's life by being under water too long</p> <p>He was an excellent swimmer, so everyone was shocked to hear he had <u>drowned</u>.</p>
PRONUNCIATION	<p>the act or manner of saying words</p> <p>His <u>pronunciation</u> of many words is incorrect.</p>
SOPHOMORE	<p>a second-year student in college or high school</p> <p>Students at many colleges are not allowed to have cars until they are in their <u>sophomore</u> year of school.</p>
SEPARATION	<p>point or line of division; act of keeping people or things apart from each other</p> <p>The husband and wife both agreed to a <u>separation</u>.</p>
CALENDAR	<p>a record of the division of the year into months, weeks and days</p> <p>He kept track of all his meetings by writing them on a <u>calendar</u>.</p>
PARTICULAR	<p>single; special; specific; separate</p> <p>He had no <u>particular</u> news about the <u>particular</u> game we were interested in.</p>
PERMANENT	<p>continuing without change; lasting</p> <p>Children usually start getting their <u>permanent</u> teeth around the age of seven.</p>
TOURNAMENT	<p>any test of skill in which there is a series of contests, such as a tennis <u>tournament</u></p>

BOUNDARY	a line, or imaginary line, which marks the limit or extent of something, such as the <u>boundary</u> between two nations
SECRETARY	<p>someone who takes care of the records, the exchange of letters, etc. for a company</p> <p>She had to learn how to type before she could be a <u>secretary</u>.</p>

MASTERY TEST

Time started _____

For each of the following words, CHECK the correct box to indicate whether the word is spelled correctly or whether it is misspelled.

	<u>Spelled Correctly</u>	<u>Misspelled</u>
1. atheletic	<input type="checkbox"/>	<input type="checkbox"/>
2. boundry	<input type="checkbox"/>	<input type="checkbox"/>
3. calendar	<input type="checkbox"/>	<input type="checkbox"/>
4. drowned	<input type="checkbox"/>	<input type="checkbox"/>
5. particular	<input type="checkbox"/>	<input type="checkbox"/>
6. permanent	<input type="checkbox"/>	<input type="checkbox"/>
7. pronounciation	<input type="checkbox"/>	<input type="checkbox"/>
8. secratery	<input type="checkbox"/>	<input type="checkbox"/>
9. separation	<input type="checkbox"/>	<input type="checkbox"/>
10. sophmore	<input type="checkbox"/>	<input type="checkbox"/>
11. tournament	<input type="checkbox"/>	<input type="checkbox"/>
12. twelfth	<input type="checkbox"/>	<input type="checkbox"/>

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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PM 431 - 95

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SENTENCES AND THEIR PARTS

LEVEL: III

UNIT: 4

LESSON: 2



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

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NOVEMBER 1969

In the next few lessons, you will learn about sentences. When we are telling something to somebody, we try to tell it point by point, idea by idea, so that they will understand us. We divide what we are telling into separate statements -- each a separate thought. Each of these statements is a sentence.

Simply, a sentence is a group of words that tells a story. Every sentence describes somebody or something doing something or being something.

LOOK AT this example:

Clark fell.

We are told here of someone — Clark, and what he did — he fell. Of course, the sentence can become more complicated. We may want to know more about Clark and how he fell.

LOOK AT the next example:

Young Clark, who is John Fox's best friend, fell into the well last Tuesday.

Now we know a great deal more. We know how old Clark is, and we know whose friend he is. We know where he fell and when he fell. The story is more complete, but it is still the same story — "Clark fell."

In the following lessons, you will learn to identify sentences. You will see how they are put together, and learn about the different kinds of words we use to construct our "stories."

Time completed _____

1.

LOOK AT the following:

A. Boiling water

B. Water is boiling.

While A. and B. mean almost exactly the same thing, there is a big difference between them. "Boiling water" is not a sentence; "water is boiling." is. In this lesson you will learn the reasons for this difference. You will learn to recognize sentences and will understand how sentences are formed.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

We use words to stand for things we see, things we do, things we are. LOOK AT the following words.

car
town
person
lake
boy
paper

These words are all used to stand for:

- ☐ actions
- ☐ people, places, and things

people, places, and things

<p>3.</p> <p>Words that are used to stand for people, places, and things are called <u>nouns</u>. WRITE <u>noun</u> after any of the words below that are nouns.</p> <p>acid _____</p> <p>cell _____</p> <p>jigests _____</p> <p>tooth _____</p>	<p>noun</p> <p>noun</p> <p>noun</p>
<p>4.</p> <p>LOOK AT the following list. UNDERLINE all the words that are <u>nouns</u> (persons, places, or things).</p> <p>apple</p> <p>of</p> <p>girl</p> <p>how</p> <p>see</p> <p>midget</p> <p>beach</p> <p>when</p>	<p><u>apple</u></p> <p><u>girl</u></p> <p><u>midget</u></p> <p><u>beach</u></p>
<p>5.</p> <p>A word that stands for people, places, and things is called a _____.</p>	<p>noun</p>

6.

Nouns can also be the names of things. For example, "boy" is a noun, and so is "John". "State" is a noun, and so is "Ohio". Nouns like "John" and "Ohio" are called proper nouns, because they are the names of specific things.

CIRCLE the proper nouns in this list.

girl

Anna

city

doctor

Cleveland

book

Dr. Adams

Empire State Building

Anna

Cleveland

Dr. Adams

Empire State Building

7.

Nouns do not only refer to things we can touch, or see, such as "boy" or "book." They can also refer to abstract things such as "goodness" and "mercy." These words are called abstract nouns.

CIRCLE the abstract nouns in the following list.

rabbit

Canada

anger

Scandinavian

hand

honesty

love

anger

honesty

love

8.

UNDERLINE all the words that are used as nouns in the following list.

Honesty is the best policy.

Big objects weigh more than little objects.

Molecules of ice move more slowly than molecules of steam.

All gasses have no definite volume.

When a substance reaches that temperature, the substance boils.

When we refer to the hardness, odor, shape, or color of a substance, we are talking about the properties of that substance.

Honesty, policy

objects, objects

Molecules, ice, molecules, steam

gasses, volume

substance, temperature, substance

hardness, odor, shape, substance,
properties, substance

9.

Nouns are words used to stand for persons, places, and things; but not all words are nouns. For example, READ this list:

eat
throw
interpret
decide
was
were
appears
seems

The above words are called verbs. READ the list again, and CHECK any of the sentences that describe verbs.

- ☐ Verbs are places.
- ☐ Verbs stand for what something does or is.
- ☐ Verbs can stand for actions.
- ☐ Verbs are words that stand for things.
- ☐ Verbs may stand for what appears to be.

Verbs stand for what . . .
Verbs can stand for actions.

10.

Words that describe actions are called verbs. WRITE verb beside all words that describe actions, that is, doing something in the following list.

speak _____

engine _____

think _____

rabbit _____

write _____

read _____

girl _____

verb

verb

verb

verb

11.

You can think of a verb as a word that describes what a noun can do or be. LOOK AT the following sentence.

Peter jumped.

The word "Peter" is a _____.

The word "jumped" is a _____.

The word "jumped" describes what:

- ☐ Peter does
- ☐ Peter is
- ☐ Peter looks like

noun

verb

Peter does

12.

Verbs like these are used everyday.

A

B

am
are
is
was
were

have
has
had

These are the common verbs that describe what a noun is or has.

CHECK any sentences below that use verbs from the above lists.

- ☐ Robert is nice.
- ☐ Charles gave her the lesson.
- ☐ Tony had the bicycle.
- ☐ Calories are units of heat.
- ☐ Science was my best subject.
- ☐ Don't tell him anything.

Robert is nice.

Tony had the bicycle.
Calories are units of heat.
Science was my best subject.

13.

CIRCLE the verbs in the following sentences.

Calories are used to measure heat.

Water boils at 212° F.

When we mash a potato, we change it.

When we burn paper, we do not change its atoms.

Sound and heat move many things.

are

boils

mash, change

burn, change

move

14.

Sometimes the same word can be used as a noun and as a verb.

READ these sentences:

1. Irving beat the rug.

2. The cop walked his beat.

In sentence 1 "beat" is used as a _____.

verb

In sentence 2 "beat" is used as a _____.

noun

15.

READ the following sentences. If the underlined word is used as a verb, WRITE "V" in the blank. If it is used as a noun, WRITE "N" in the blank.

_____ Charles glued the pieces together.

V

_____ The glue is dry.

N

_____ The spare is in the trunk.

N

_____ Dr. Wilson spared him the trouble.

V

_____ Follow the golden rule.

N

_____ King Charles ruled England.

V

_____ I walked to school.

V

_____ Walking brings good health.

N

<p>16.</p> <p>You have now learned about two different ways in which words are used.</p> <p>A word that describes a person, place, or thing is used as a _____.</p> <p>A word that tells what something is or does is used as a _____.</p>	<p>noun</p> <p>verb</p>
<p>17.</p> <p>LOOK AT the following sentence.</p> <p>Harry runs.</p> <p>In this sentence, as in all sentences, a noun is doing, having, or being something.</p> <p>What is the noun in the above sentence? _</p> <p>What does the noun do? _____</p>	<p>Harry</p> <p>runs</p>
<p>18.</p> <p>Not every noun in a sentence is the one that is doing, having, or being something. LOOK AT the following sentence.</p> <p>Peter bought the present.</p> <p>How many <u>nouns</u> does this sentence have? _____</p> <p>Which noun is <u>doing</u> something? _____</p>	<p>two</p> <p>Peter</p>

19.

We call the noun that is doing or being something the subject of the sentence. To find the subject of a sentence you must ask "who or what is doing, being, or having something" in this sentence.

CIRCLE the subject in each of the following sentences.

Running is my favorite sport.

Running

Ohio is north of Kentucky.

Ohio

Irving saw him.

Irving

Dean Rusk is the Secretary of State.

Dean Rusk

Heat makes water boil.

Heat

Heating makes a house more comfortable.

Heating

20.

You know that nouns can be replaced by pronouns.

READ the following examples:

The Constitution was signed in 1787.

It was signed in 1787.

The Corpsman studied the lesson.

You studied the lesson.

Arizona and New Mexico are in the Southwest.

They are in the Southwest.

Pronouns replace nouns, therefore, pronouns are used to stand for:

- ☐ persons, places, or things
- ☐ only things

persons, places, or things

The subject of a sentence can be:

- ☐ a noun only
- ☐ a noun or pronoun
- ☐ a pronoun only

a noun or pronoun

The purpose of this lesson is to teach you what a sentence is.

READ these two rules about sentences:

1. Every sentence must have a subject.
2. Every sentence must have a verb.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

21.

You can find the subject of any sentence by asking a question about the verb. For example:

Tired and hungry, the Corpsman finally arrived at the center.

The verb in this sentence is underlined.

FIND the subject by asking this question:

Who arrived? _____

The subject of this sentence is _____.

Corpsman

Corpsman

22.

Below is a list of sentences. After each sentence is a question. READ each sentence. Then WRITE the answer to the question. (q)

After many long weeks, he finally got there.

(q) Who got there? _____

he

During the spring, the river was flooded.

(q) What was flooded? _____

river

Dr. Martin talked about diseases.

(q) Who talked? _____

Dr. Martin

She is my best friend.

(q) Who is? _____

she

By answering the above question, you found the:

- ☐ subject of the sentence
- ☐ verb of the sentence

subject of the sentence

23.

In each of the following sentences, UNDERLINE the subject and CIRCLE the verb.

Henry runs to third base.

Mike won the two mile run.

After school, Tony came home.

Sally is very pretty.

The Empire State Building was on 34th Street.

The planes bombed Pearl Harbor.

The bombs fell on many ships.

Picasso paints very well.

The paints are on the table.

He is my friend.

They are the best tires around.

Henry, runs

Mike, won

Tony, came

Sally, is

Empire State Building, was

planes, bombed

bombs, fell

Picasso, paints

paints, are

He, is

They, are

24.

We have seen that every sentence must have a subject and a _____.

But sometimes the subject is left out of the sentence, even though we know what it is.

LOOK AT these two sentences.

A. You come along now.

B. Come along now.

The subject of sentence A is: _____ .
(who comes ?)

The verb of sentence A is: _____.

But sentence B means the same thing as sentence A.
What word has been left out of sentence B?

Because we understand that the subject of sentence B is "you", we say that sentence B has an understood subject.

verb

you

come

you

25.

You can find the subject of a sentence by asking questions about the verb. This rule is true for understood subjects.

LOOK AT these sentences:

1. You stand over there.

2. Stand over there.

What is the subject of sentence one? Who stands?

What is the understood subject of sentence two? Who stands? _____

you

you

<p>26.</p> <p>In almost every case, "you" is the only word that can be an understood subject.</p> <p>When we say:</p> <p>Run to the park.</p> <p>Who do we want to run?</p> <p><input type="checkbox"/> you run <input type="checkbox"/> I run <input type="checkbox"/> they run</p> <p>What is the understood subject of the sentence? _____</p>	<p>you run</p> <p>you</p>
<p>27.</p> <p>When "you" is the understood subject, we are telling somebody to do something.</p> <p>LOOK AT this sentence.</p> <p>Go away.</p> <p>Who do we want to go away? _____</p> <p>What is the understood subject of the above sentence? _____</p> <p>UNDERLINE the subject in the following sentences. If the subject is understood, WRITE the understood subject in the blank on the left.</p> <p>_____ Richard gave the book away.</p> <p>_____ You go home now!</p> <p>_____ Tell me a story.</p> <p>_____ Call me Ishmael.</p> <p>_____ You had better leave.</p> <p>_____ Run!</p>	<p>you</p> <p>you</p> <p><u>Richard</u></p> <p><u>You</u></p> <p><u>(You)</u></p> <p><u>(You)</u></p> <p><u>You</u></p> <p><u>(You)</u></p>

<p>28.</p> <p>As you remember, a sentence is a statement that tells about something <u>doing</u> or <u>being</u> something.</p> <p>The word that tells what is being done is the _____.</p> <p>The word that tells who or what is doing or being something is the _____.</p> <p>A statement with an understood subject is a sentence. But a statement without any subject or without a v' is not a _____.</p>	<p>verb</p> <p>subject</p> <p>sentence</p>
<p>29.</p> <p>To find out if a group of words is a sentence, we must ask questions about the subject and verb.</p> <p>LOOK AT this example:</p> <p>1. Boils on a stove.</p> <p>What boils ?</p> <p><input type="checkbox"/> water</p> <p><input type="checkbox"/> milk</p> <p><input type="checkbox"/> there is no way to tell</p> <p>Since there is no word to tell us what is boiling, the statement has no _____.</p> <p>Therefore, it is not a _____.</p>	<p>there is no way to tell</p> <p>subject</p> <p>sentence</p>

<p>30.</p> <p>Now LOOK AT this statement.</p> <p>Tom, six feet tall.</p> <p>What does Tom do?</p> <p><input type="checkbox"/> runs</p> <p><input type="checkbox"/> speaks</p> <p><input type="checkbox"/> there is no way to tell</p> <p>Since there is no word telling us what Tom does, this statement does not have a _____.</p> <p>This statement cannot be a _____.</p>	<p>there is no way to tell</p> <p>verb</p> <p>sentence</p>
<p>31.</p> <p>A sentence always tells something. A sentence says what is, what someone or something is doing, or what happened. READ the following groups of words and READ the questions that follow.</p> <p>A. Running quickly down the street</p> <p>B. In one corner of the room</p> <p>C. Once in a while</p> <p>To find out if a group of words is a sentence, see what questions you can answer about the words.</p> <p>LOOK AT example A. Who is running down the street?</p> <p>LOOK AT example B. What about the corner of the room? Is someone there? Is something happening there?</p> <p>LOOK AT example C. What happens once in a while?</p> <p>None of these questions can be answered. Therefore, none of the examples are _____.</p>	<p>sentences</p>

<p>32.</p> <p>Below are groups of words that are not sentences. Ask yourself if there is a verb or a subject. If the phrase is missing a subject, WRITE <u>NS</u> beside it. If the phrase is missing a verb, WRITE <u>NV</u> beside it.</p> <p>_____ John, tall and strong,</p> <p>_____ danced across the room</p> <p>_____ yawned, stretched and fell asleep</p> <p>_____ during the night, the rain</p> <p>_____ and at once appeared, much to everyone's amazement,</p>	<p>NV</p> <p>NS</p> <p>NS</p> <p>NV</p> <p>NS</p>
<p>33.</p> <p>Remember the rule that tells you what a sentence is:</p> <p>Every sentence has a subject and a verb. In a sentence, something happens. Someone does something. And, <u>remember</u>: A sentence can have an understood subject.</p> <p>To find out if a sentence has a subject, we ask a question about the _____.</p> <p>What question do we ask to find the subject of the sentence: "he runs". _____</p> <p>To find the verb of a sentence, we ask a question about the _____.</p> <p>What question do we ask to find the verb of the sentence "Bob talks."? _____</p>	<p>verb</p> <p>Who runs?</p> <p>subject</p> <p>What does Bob do?</p>

34.

LOOK AT the following examples. If the example is a sentence, WRITE "S" in the blank on the left. If it is not a sentence WRITE "NS" in the blank.

_____ Sally works for the government.	S
_____ Ohio has many industries.	S
_____ Was going to Chicago.	NS
_____ Go soak your head.	S
_____ Going to Cleveland.	NS
_____ After school, Richard Harris.	NS
_____ Bring me the paper.	S
_____ Told everybody the truth.	NS

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

PARTS OF SPEECH	
NOUN	<p>Examples: <u>Man</u> is a noun. <u>John</u> is a noun. <u>Love</u> is a noun. </p> <p><u>Manly</u>, <u>loves</u>, and <u>is</u> are NOT nouns.</p> <p>A noun is a word that stands for:</p> <ol style="list-style-type: none"> (1) persons, places, or things (2) names of persons, places, or things (3) abstract things
PRONOUNS	<p>Examples: <u>He</u>, <u>she</u>, and <u>it</u> are pronouns. The pronoun <u>he</u> can replace the noun <u>John</u>. Pronouns replace nouns. </p>
VERBS	<p>Examples: <u>Jumps</u> is a verb <u>Is</u> is a verb. <u>Did</u> is a verb. </p> <p>Verbs tell about action. They describe what a noun or pronoun does or is.</p>
MODIFIERS	<p>Examples: In the sentence, <u>He ran slowly</u>, <u>slowly</u> is a modifier modifying <u>ran</u>. In the sentence Tom is <u>lazy</u>, <u>lazy</u> is a modifier modifying <u>Tom</u>. </p> <p>A modifier is a word that tells something about another word. A modifier describes, restricts, or changes the meaning of the word it modifies.</p>
ADJECTIVES	<p>Examples: In the sentence <u>The car is red</u>, <u>red</u> is an adjective modifying <u>car</u>. In the sentence <u>The swift bird flew</u>, <u>swift</u> is an adjective modifying <u>bird</u>. </p> <p>Adjectives modify nouns.</p>

ADVERBS

(TELLING ADJECTIVES AND ADVERBS APART)

(Irregular Adjective and Adverb Modifiers: Good and Well)

WHAT IS A SENTENCE?

Subject

Examples:

In the sentence The bird flew swiftly, swiftly is an adverb modifying the verb flew.

In the sentence The soup is extremely hot, extremely is an adverb modifying the adjective hot.

Adverbs modify verbs and adjectives.

Examples:

In the sentence The movie is good, good is an adjective modifying the noun movie.

In the sentence He worked well, well is an adverb modifying the verb worked.

In the sentence You look well, well is an adjective modifying the pronoun you.

Good is an adjective.

Well is an adjective too when it means healthy. Otherwise it is an adverb.

Examples:

Soft is an adjective.
Softly is an adverb.

Many adjectives and adverbs look alike except for their endings. Adverbs often end with ly.

Examples:

The building is tall is a sentence.
The tall building is not a sentence.

A sentence always tells something: what is, what someone or something is doing, or what happened.

Examples:

In the sentence The building is tall, building is the subject.

In the sentence He sings well, he is the subject.

The subject of a sentence is a noun or pronoun that is doing or being.

Understood Subject

Examples:

In the sentence John does his homework the subject is John.

In the sentence Do your homework! you is the understood subject.

Sometimes the subject of a sentence is not stated directly. In these sentences, the subject is usually you.

What every Sentence Must Have

Every sentence must have a subject and a verb.

AGREEMENT OF SUBJECT AND VERB

Examples:

In the sentence: Tom sees the airplane, the verb sees agrees with the subject Tom.

In the sentence Yesterday Tom laughed, the verb laughed agrees with the time of the rest of the sentence.

In the sentence: Tom see the airplane, the verb see does NOT agree with the subject Tom.

In the sentence Yesterday Tom laughs, the verb laughs does NOT agree with the time of the rest of the sentence.

Verbs must agree with or match:

1. the time of the rest of the sentence;
2. the subject of the sentence.

Verb Forms

Examples:

John runs away.
He does his homework.

Singular Verbs

Singular verbs often add s or es at the end.

Past Verbs

Example: Yesterday he looked.

Past verbs often add ed at the end.

Future Verbs

Example: Tomorrow I will look.

Future verbs often use will.

(Special Cases)

Irregular Verbs:

Examples:

(present) I do it.
(past) I did it.

(present) He is here.
(past) Yesterday he was here.

PARTICIPLES

Examples:

Tom has done his homework.
We have gone there before.

Verbs that are made up of several parts are called participles.

PAST PARTICIPLES

Examples:

She has decided to go.
Rick had joined the army.

Verbs using have, has, or had are called past participles.

How to form past participles most of the time

Many verbs form their past participles by:

1. using has, had, or have; and
2. adding ed at the end.

Irregular verbs

Some verbs do not form their past participles by using the rules above. These are irregular verbs, and you just have to memorize them.

MASTERY TEST

Time started _____

LOOK AT the following examples. CHECK only those examples which are not complete sentences.

1. ☐ Go home!
2. ☐ After school, I went to practice.
3. ☐ He is my best friend.
4. ☐ Algebra comes after English.
5. ☐ Running at top speed.
6. ☐ Bill gave it to all of us.
7. ☐ The biggest book in the whole library.
8. ☐ Patriotism died long ago.
9. ☐ Look out!
10. ☐ You better believe it.
11. ☐ Jumped a full foot into the air.
12. ☐ Craziest thing in six countries.
13. ☐ Who would have thought so?
14. ☐ Signs along the roads.
15. ☐ How can I thank you?

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

ED 070913

PM 431 - 96

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

ADJECTIVES AND ADVERBS

LEVEL: III

UNIT: 4

LESSON: 3



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

51

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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1.

READ this sentence:

The bright moon shone over the high mountain.

UNDERLINE all the nouns in the sentence above.

CIRCLE the verb.

Which word describes the mountain?

- ☐ bright
☐ high

Now READ this sentence:

The moon shone brightly over the high mountain.

Which word tells you something about how the moon shone?

- ☐ brightly
☐ high

Words like bright and brightly are called MODIFIERS because they modify (describe, change, restrict) the meaning of other words.

CIRCLE all the modifiers in this sentence:

Old, fat John drove quickly to the sky-blue lake in a sleek, red car.

READ this sentence:

John drove to the lake in a car.

Does this sentence have any modifiers?

- ☐ yes
☐ no

moon, mountain

shone

high

brightly

Old, fat, quickly, sky-blue, sleek, red

no

2.

READ the sentences below. The modifiers are underlined.

1. The moon is bright.
2. The bright moon shines.
3. The moon shines brightly.
4. Brightly the moon shines

In sentences 1 and 2, bright modifies the noun moon, for it describes the moon.

In sentences 3 and 4, brightly modifies the verb shines, for it describes how the moon shines.

READ the sentence below. The modifier is underlined.

Max was angry.

Which word is modified?

- ☐ Max
- ☐ was

Max

What part of speech is the modified word?

- ☐ noun
- ☐ verb

noun

READ the sentence below. The modifier is underlined.

Max shouted angrily.

Which word is modified?

- ☐ Max
- ☐ shouted

shouted

What part of speech is the modified word?

- ☐ noun
- ☐ verb

verb

3.

According to what you have learned so far, what kinds of words can have modifiers?

- ☐ only nouns
- ☐ only verbs
- ☐ verbs and nouns
- ☐ neither verbs nor nouns

verbs and nouns

4.

READ the sentence below. The modifier is underlined.

The lazy boy jumped.

The modifier in this sentence says something about:

- ☐ a person
- ☐ what the person is doing

a person

The word that is modified is a:

- ☐ noun
☐ verb

noun

READ this sentence:

Dick jumped quickly.

The modifier quickly says something about:

- ☐ a person
- ☐ what the person is doing

what the person is doing

The word modified is a:

- ☐ noun
☐ verb

verb

5.

In the sentences below, the modifiers are underlined and the words that are modified are circled.

We were merry.

We laughed merrily.

In the sentences below, CIRCLE the words that are modified.

The eagle is swift.

The eagle flies swiftly.

Swiftly the eagle flies.

The swift eagle flies.

eagle

flies

flies

eagle

6.

In each sentence below, the modifier is underlined.

CIRCLE the word that is modified, and WRITE the part of speech it belongs to.

The typewriter is black. _____

He cried sadly. _____

This book is exciting. _____

Chuck smiled happily. _____

typewriter noun

cried verb

book noun

smiled verb

7.

You know that nouns and verbs can have modifiers.
A word that modifies a noun is called an adjective.
A word that modifies a verb is called an adverb.

In the phrases below, the modifiers are underlined.
WRITE "adjective" after the phrases in which the
modifier is an adjective. WRITE "adverb" after the
phrases in which the modifier is an adverb.

happy man _____

adjective

jolly sailor _____

adjective

playing quietly _____

adverb

shouts loudly _____

adverb

sneezed noisily _____

adverb

wonderful trip _____

adjective

8.

CIRCLE the words that an adverb could modify:

runs

runs

boy

leaf

laugh

laugh

sweating

sweating

car

hot

hot

ate

ate

CIRCLE the words that an adjective could modify:

dog

dog

sneezing

jumps

tree

tree

government

government

pipes

pipes

skated

snake

snake

9.

COMPLETE the words:

AD _ _ _ B

VER

AD _ E _ TIVE

J C

<p>10.</p> <p>A word that modifies a noun is called an _____.</p> <p>A word that modifies a verb is called an _____.</p>	<p>adjective</p> <p>adverb</p>
<p>11.</p> <p>This food is spoiled.</p> <p>This food is badly spoiled.</p> <p>In the first sentence above, the word "spoiled" is an adjective that modifies the word "food." The second sentence has an additional word, "badly." This word tells you that the food is "badly" spoiled, not just spoiled a little. The word "badly" thus modifies the word "spoiled."</p> <p>Just as an adjective modifies a noun, so can another word modify an adjective.</p> <p>READ the following sentence:</p> <p>This vase is <u>oddly</u> shaped.</p> <p>The modifier is underlined. What word does <u>oddly</u> modify?</p> <p><input type="checkbox"/> this</p> <p><input type="checkbox"/> vase</p> <p><input type="checkbox"/> is</p> <p><input type="checkbox"/> shaped</p> <p>What part of speech is the word that is modified by oddly?</p> <p><input type="checkbox"/> adjective</p> <p><input type="checkbox"/> noun</p> <p><input type="checkbox"/> verb</p>	<p>shaped</p> <p>adjective</p>

<p>12.</p> <p>You have learned that a word that modifies a verb is called an adverb. A word that modifies an adjective is also called an <u>adverb</u>.</p> <p>An adverb can modify a(n):</p> <p><input type="checkbox"/> adjective <input type="checkbox"/> noun <input type="checkbox"/> verb</p> <p>An adjective can modify a(n):</p> <p><input type="checkbox"/> adjective <input type="checkbox"/> noun <input type="checkbox"/> verb</p>	<p>adjective</p> <p>verb</p> <p>noun</p>
<p>13.</p> <p>In each sentence below, the modifier is underlined. CIRCLE the word that is modified, and WRITE the part of speech it is.</p> <p>The bill was <u>fortunately</u> paid. _____</p> <p>This is <u>obviously</u> wrong. _____</p> <p>Bill is <u>happily</u> married. _____</p>	<p>(paid) adjective</p> <p>(wrong) adjective</p> <p>(married) adjective</p>
<p>14.</p> <p>A word that modifies an adjective is called a(n) _____.</p>	<p>adverb</p>

15.

In each sentence below, the modifier is underlined.
CIRCLE the word that is modified, and WRITE the part
of speech it is.

That car is beautiful.

car noun

That car runs beautifully.

runs verb

That car is beautifully painted.

painted adjective

That beautiful car belongs to Jim.

car noun

16.

When a person writes a sentence, he must decide what type of modifier to use.

For example, suppose a person wants to describe the color of his cat. He might start out by writing an incomplete sentence:

My cat is _____.

The underlined word is the one to be modified. This word is a noun. Therefore, the type of modifier that should be used is an adjective.

READ the following sentence:

The plane flew very _____.

What word is supposed to be modified? _____ flew

What part of speech is this word? _____ verb

What type of modifier should be used? _____ adverb

READ the following sentence:

He was _____ funny.

What word is supposed to be modified? _____ funny

What part of speech is this word? _____ adjective

What type of modifier should be used? _____ adverb

17.

In each sentence below, the underlined word can be modified. In place of a modifier, there is a blank space. In the blank space, WRITE the KIND of modifier that should be used.

The _____ woman walked slowly through the crowded streets.

adjective

John has been known to be _____ lazy.

adverb

The _____ train was late.

adjective

The pickle is _____ sour.

adverb

Ted drove _____.

adverb

18.

Bright is an adjective; brightly is an adverb.

Dim is an adjective; dimly is an adverb.

Sometimes adjectives and adverbs look alike except for an ending. The above examples show you that you can often distinguish an adverb from an adjective by remembering that:

- ☐ many adjectives end in ly
- ☐ many adverbs end in ly

After each modifier below, WRITE either "adjective:" or "adverb."

slow _____

slowly _____

sad _____

sadly _____

careful _____

carefully _____

real _____

really _____

awful _____

awfully _____

many adverbs end in ly

adjective

adverb

adjective

adverb

adjective

adverb

adjective

adverb

adjective

adverb

19.

If you see a modifier that ends with the letters ly, it is likely to be an:

- ☐ adjective
- ☐ adverb

adverb

20.

This is a good book .

The movie I saw last night was good .

In the sentences above, good is used as an:

- ☐ adjective
- ☐ adverb

adjective

He plays the piano well .

This hammer works well .

In the sentences above, well is used as an:

- ☐ adjective
- ☐ adverb

adverb

My father feels well these days .

You look well .

In the sentences above, well is used as an:

- ☐ adjective
- ☐ adverb

adjective

When is well used as an adjective ?

- ☐ when it is used to mean efficiently
- ☐ when it modifies a verb
- ☐ when it is used to mean healthy

when it is used to mean healthy

Which of the following can be used as an adjective ?

- ☐ the word good
- ☐ the word well

the word good
the word well

Which of the following can be used as an adverb ?

- ☐ the word good
- ☐ the word well

the word well

21.

After each modifier listed below, WRITE the name of the part of speech it belongs to:

neat	_____	adjective
neatly	_____	adverb
full	_____	adjective
fully	_____	adverb
rapidly	_____	adverb
rapid	_____	adjective
awful	_____	adjective
awfully	_____	adverb
real	_____	adjective
horrible	_____	adjective
dead	_____	adjective
slowly	_____	adverb
unusually	_____	adverb
good	_____	adjective
well	_____	adjective or adverb

<p>22.</p> <p>What part of speech is each of the underlined modifiers?</p> <p>She smiled <u>sweetly</u>. _____</p> <p>Shakespeare was a <u>good</u> writer. _____</p> <p>He wrote very <u>well</u>. _____</p> <p>Most of the time, he felt quite <u>well</u>. _____</p> <p>He sang really <u>well</u>. _____</p> <p>The movie was <u>awful</u>. _____</p> <p>The movie was <u>awfully</u> sad. _____</p>	<p>adverb</p> <p>adjective</p> <p>adverb</p> <p>adjective</p> <p>adverb</p> <p>adjective</p> <p>adverb</p>
<p>23.</p> <p>In the following sentence, the modifier is underlined. The modifier may be correct or incorrect.</p> <p>The sky is <u>clear</u> tonight.</p> <p>What word does <u>clear</u> modify?</p> <p><input type="checkbox"/> sky <input type="checkbox"/> is <input type="checkbox"/> tonight</p> <p>To what part of speech does the word modified by <u>clear</u> belong?</p> <p><input type="checkbox"/> adjective <input type="checkbox"/> adverb <input type="checkbox"/> noun <input type="checkbox"/> verb</p> <p>What kind of modifier <u>should</u> be used?</p> <p><input type="checkbox"/> adjective <input type="checkbox"/> adverb</p> <p>The modifier <u>clear</u> is an:</p> <p><input type="checkbox"/> adjective <input type="checkbox"/> adverb</p> <p>Is <u>clear</u> the correct modifier for this sentence?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>sky</p> <p>noun</p> <p>adjective</p> <p>adjective</p> <p>yes</p>

<p>24.</p> <p>READ this sentence:</p> <p>This cup is <u>fully</u> of wine.</p> <p>What word does <u>fully</u> modify? _____</p> <p>What part of speech is the word modified by <u>fully</u>? _____</p> <p>What kind of modifier should be used? _____</p> <p>What part of speech is <u>fully</u>? _____</p> <p>Is <u>fully</u> the correct modifier for this sentence?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>	<p>cup</p> <p>noun</p> <p>adjective</p> <p>adverb</p> <p>no</p>
<p>25.</p> <p>Each sentence below contains a modifier which is underlined. The modifier may be correct or incorrect. CHECK every sentence in which the underlined modifier is <u>correct</u>.</p> <p><input type="checkbox"/> The banana is <u>yellow</u>.</p> <p><input type="checkbox"/> He ran very <u>rapid</u>.</p> <p><input type="checkbox"/> He was a <u>plain</u> man.</p> <p><input type="checkbox"/> He did <u>good</u> in school.</p> <p><input type="checkbox"/> He felt extremely <u>well</u>.</p> <p><input type="checkbox"/> He did <u>well</u> in all his studies.</p> <p><input type="checkbox"/> The moon could be seen <u>clear</u>.</p> <p><input type="checkbox"/> The music was <u>real</u> beautiful.</p> <p><input type="checkbox"/> The music was <u>awfully</u> beautiful.</p>	<p>The banana is <u>yellow</u>.</p> <p>He was a <u>plain</u> man.</p> <p>He felt extremely <u>well</u>.</p> <p>He did <u>well</u> in all his studies.</p> <p>The music was <u>awfully</u> beautiful.</p>

26.

READ this question, but do not MARK an answer.

CHECK the correct modifier.

By noon the men should be able to finish the job:

- ☐ easy
☐ easily

Which word is modified in this sentence?

What part of speech is the word that is modified?

What kind of modifier should such a word have?

What is the correct answer to this question?

- ☐ easy
☐ easily

finish

verb

adverb

easily

27.

COMPLETE each sentence by CHECKING the correct ending:

My new coat is:

- ☐ dark
☐ darkly

dark

Gibbons was able to run around the track very:

- ☐ rapid
☐ rapidly

rapidly

He was:

- ☐ plain good
☐ plainly good

plainly good

Mike usually does his work:

- ☐ good
☐ well

well

Jesse says she is feeling:

- ☐ good
☐ well

well

This steak is:

- ☐ unusual thick
☐ unusually thick

unusually thick

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

PARTS OF SPEECH

NOUN

Examples:

Man is a noun.
John is a noun.
Love is a noun.

Manly, loves, and is are NOT nouns.

A noun is a word that stands for:

- (1) persons, places, or things
- (2) names of persons, places, or things
- (3) abstract things

PRONOUNS

Examples:

He, she, and it are pronouns.
The pronoun he can replace the noun John.
Pronouns replace nouns.

VERBS

Examples:

Jumps is a verb
Is is a verb.
Did is a verb.

Verbs tell about action. They describe what a noun or pronoun does or is.

MODIFIERS

Examples:

In the sentence, He ran slowly, slowly is a modifier modifying ran.

In the sentence Tom is lazy, lazy is a modifier modifying Tom.

A modifier is a word that tells something about another word. A modifier describes, restricts, or changes the meaning of the word it modifies.

ADJECTIVES

Examples:

In the sentence The car is red, red is an adjective modifying car.

In the sentence The swift bird flew, swift is an adjective modifying bird.

Adjectives modify nouns.

ADVERBS

(TELLING ADJECTIVES AND ADVERBS APART)

(Irregular Adjective and Adverb Modifiers: Good and Well)

WHAT IS A SENTENCE?

Subject

Examples:

In the sentence The bird flew swiftly, swiftly is an adverb modifying the verb flew.

In the sentence The soup is extremely hot, extremely is an adverb modifying the adjective hot.

Adverbs modify verbs and adjectives.

Examples:

In the sentence The movie is good, good is an adjective modifying the noun movie.

In the sentence He worked well, well is an adverb modifying the verb worked.

In the sentence You look well, well is an adjective modifying the pronoun you.

Good is an adjective.

Well is an adjective too when it means healthy. Otherwise it is an adverb.

Examples:

Soft is an adjective.

Softly is an adverb.

Many adjectives and adverbs look alike except for their endings. Adverbs often end with ly.

Examples:

The building is tall is a sentence.

The tall building is not a sentence.

A sentence always tells something: what is, what someone or something is doing, or what happened.

Examples:

In the sentence The building is tall, building is the subject.

In the sentence He sings well, he is the subject.

The subject of a sentence is a noun or pronoun that is a noun or pronoun that is doing or being.

Understood Subject	<p>Examples:</p> <div style="border: 1px solid black; padding: 5px;"> <p>In the sentence <u>John</u> does his homework the subject is <u>John</u>.</p> <p>In the sentence <u>Do your homework!</u> <u>you</u> is the understood subject.</p> </div> <p>Sometimes the subject of a sentence is not stated directly. In these sentences, the subject is usually <u>you</u>.</p> <p>Every sentence <u>must</u> have a subject and a verb.</p>
What every Sentence Must Have	
AGREEMENT OF SUBJECT AND VERB	<p>Examples:</p> <div style="border: 1px solid black; padding: 5px;"> <p>In the sentence: <u>Tom sees the airplane</u>, the verb <u>sees</u> agrees with the subject <u>Tom</u>.</p> <p>In the sentence <u>Yesterday Tom laughed</u>, the verb <u>laughed</u> agrees with the time of the rest of the sentence.</p> <p>In the sentence: <u>Tom see the airplane</u>, the verb <u>see</u> does NOT agree with the subject <u>Tom</u>.</p> <p>In the sentence <u>Yesterday Tom laughs</u>, the verb <u>laughs</u> does NOT agree with the time of the rest of the sentence.</p> </div> <p>Verbs must agree with or match:</p> <ol style="list-style-type: none"> 1. the time of the rest of the sentence; 2. the subject of the sentence.
Verb Forms	<p>Examples:</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>John runs</u> away.</p> <p>He <u>does</u> his homework.</p> </div> <p>Singular verbs often add <u>s</u> or <u>es</u> at the end.</p>
Singular Verbs	
Past Verbs	<p>Example:</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Yesterday he looked</u>.</p> </div> <p>Past verbs often add <u>ed</u> at the end.</p>
Future Verbs	<p>Example:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Tomorrow I <u>will</u> look.</p> </div> <p>Future verbs often use <u>will</u>.</p>
(Special Cases) Irregular Verbs:	<p>Examples:</p> <div style="border: 1px solid black; padding: 5px;"> <p>(present) I <u>do</u> it.</p> <p>(past) I <u>did</u> it.</p> <p>(present) He <u>is</u> here.</p> <p>(past) Yesterday he <u>was</u> here.</p> </div>

PARTICIPLES

Examples:

Tom has done his homework.
We have gone there before.

Verbs that are made up of several parts are called participles.

PAST PARTICIPLES

Examples:

She has decided to go.
Rick had joined the army.

Verbs using have, has, or had are called past participles.

How to form past participles most of the time

Many verbs form their past participles by:

1. using has, had, or have; and
2. adding ed at the end.

Irregular verbs

Some verbs do not form their past participles by using the rules above. These are irregular verbs, and you just have to memorize them.

MASTERY TEST

Time started _____

LOOK AT the underlined words in each of the following sentences. CHECK the sentences in which adverbs and adjectives are not used correctly.

1. ☐ He worked good with children.
2. ☐ Tom was noisily putting together his things.
3. ☐ He dresses very neatly.
4. ☐ She is unusual tall for a teenager.
5. ☐ He took the bad news well.
6. ☐ It was a masterfully solution.
7. ☐ I am fully aware of what you are saying.

CHECK the word that correctly completes each of the following sentences.

8. Picasso is a _____ great artist.
 - a. ☐ real
 - b. ☐ really
9. They danced _____ around the room.
 - a. ☐ light
 - b. ☐ lightly
10. He is a very _____ person.
 - a. ☐ placid
 - b. ☐ placidly
11. Tim is _____ uncertain about what to do.
 - a. ☐ awful
 - b. ☐ awfully

12. You are looking very _____.

a. ☐ good

b. ☐ well

13. Are you _____ a deep-sea diver?

a. ☐ real

b. ☐ really

14. This poem is _____ boring.

a. ☐ horrible

b. ☐ horribly

15. He murdered a man with a _____ weapon.

a. ☐ dead

b. ☐ deadly

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

ED 070915

PM 431 - 97

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

COMPARATIVE FORMS

LEVEL: III

UNIT: 4

LESSON: 4



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
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PANEL 1

John is tall.

John is taller than Ben.

Of all the boys, John is the tallest.

The red book is heavy.

The red book is heavier than the blue one.

Of all the books, the red book is the heaviest.

READ the first two sentences above. The first sentence says something about one person, John; it says that John is tall. The second sentence says something about two persons; it says that John is taller than Ben. The sentence compares two persons.

Now READ the third sentence. The third sentence also makes a comparison, but it compares more than two persons; it compares John and all the other boys; it says John is the tallest.

Just as a sentence may compare two or more persons, so may it compare two or more objects. This is shown by the last three sentences above.

1.

READ PANEL 1

After reading the panel, do this frame.

READ the following sentence:

The glass is clear.

This sentence says something about:

- ☐ one object
- ☐ two objects
- ☐ more than two objects

Does it compare two or more objects?

- ☐ yes
- ☐ no

READ this sentence:

Pete is faster than Roy.

This sentence says something about:

- ☐ one person
- ☐ two persons
- ☐ more than two persons

Does it compare two or more persons?

- ☐ yes
- ☐ no

READ this sentence:

This typewriter is the noisiest of all typewriters.

This sentence says something about:

- ☐ one object
- ☐ two objects
- ☐ more than two objects

Does it compare two or more objects?

- ☐ yes
- ☐ no

one object

no

two persons

yes

more than two objects

yes

<p>2.</p> <p>A sentence may:</p> <p><input type="checkbox"/> say something about one person or object without comparing it to any other</p> <p><input type="checkbox"/> compare two persons or objects</p> <p><input type="checkbox"/> compare more than two persons or objects</p>	<p>say something about one . . .</p> <p>compare two persons or objects</p> <p>compare more than two . . .</p>
<p>3.</p> <p>The blue rag is the dirtiest.</p> <p>The sentence above says that the blue rag is the dirtiest, but it does not say what the blue rag is being compared to. You can guess, though, that the blue rag is being compared to other rags, and that if the sentence were complete, it would read as follows:</p> <p>The blue rag is the dirtiest of all the rags.</p> <p>Here is another sentence:</p> <p>This is the smallest rug.</p> <p>You can guess that the rug is being compared to:</p> <p><input type="checkbox"/> one other rug</p> <p><input type="checkbox"/> many other rugs</p>	<p>many other rugs</p>
<p>4.</p> <p>Chuck is taller than any other boy in his class.</p> <p>The sentence above says that Chuck is taller than <u>any one</u> boy in his class. In other words, if you look at any boy in his class, you will see that Chuck is taller than he is.</p> <p>This means that Chuck is being compared to:</p> <p><input type="checkbox"/> one other boy</p> <p><input type="checkbox"/> many other boys</p> <p>This sentence compares:</p> <p><input type="checkbox"/> two persons</p> <p><input type="checkbox"/> one person</p> <p><input type="checkbox"/> more than two persons</p>	<p>one other boy</p> <p>two persons</p>

<p>5.</p> <p>WRITE the number of persons or objects, if <u>any</u>, that are being <u>compared</u> in each sentence below. If the sentence does not make a comparison, WRITE "0":</p> <p>_____ Sam is shorter than Tom.</p> <p>_____ This is the sharpest pencil on the desk.</p> <p>_____ She is taller than her mother and her father.</p> <p>_____ The bird flew swiftly.</p> <p>_____ My pet canary is sick.</p> <p>_____ My car is faster than any other car.</p>	<p>2</p> <p>more than 2 (many)</p> <p>more than 2 (3)</p> <p>0</p> <p>0</p> <p>2</p>
<p>6.</p> <p>Tim ran <u>fast</u>.</p> <p>Tim ran <u>faster</u> than Joe.</p> <p>Tim ran the <u>fastest</u> of all the boys.</p> <p>The big chair is <u>soft</u>.</p> <p>The big chair is <u>softer</u> than the smaller chair.</p> <p>The big chair is the <u>softest</u> of all the chairs.</p> <p>The first sentence above says something about one person, Tim. In this sentence, the modifier is written "fast." The second sentence compares two persons, and the modifier is written "faster." The third sentence compares more than two persons and the modifier is written "fastest."</p> <p>The last three sentences say something about objects. READ the sentences and notice how the modifier is written in each.</p> <p>What are the different ways a modifier can be written?</p> <p><input type="checkbox"/> to say something about one person or object</p> <p><input type="checkbox"/> to compare two persons or objects</p> <p><input type="checkbox"/> to compare more than two persons or objects</p>	<p>to say something about one . . .</p> <p>to compare two persons or objects</p> <p>to compare more than two . . .</p>

PANEL 2

The evening fog is thick.

The evening fog is thicker than the morning fog.

The evening fog is the thickest of any fog this year.

The way in which a modifier is written is called its form. When a modifier appears in a sentence that says something about one person or object, its form is called the positive form. The first sentence above shows that the positive form of the modifier "thick" is "thick."

When a modifier appears in a sentence that compares two persons or objects, its form is called the comparative form. The second sentence above shows that the comparative form of the modifier "thick" is "thicker."

When a modifier appears in a sentence that compares more than two persons or objects, its form is called the superlative form. The third sentence above shows that the superlative form of the modifier "thick" is "thickest."

7.

READ PANEL 2

After reading the panel, do this frame.

READ the following sentence:

The employee was in a great hurry.

What is the form of the modifier in this sentence?

READ this sentence:

The employee was in a greater hurry than the supervisor.

What is the form of the modifier in this sentence?

READ this sentence:

The employee was in the greatest hurry of all the people in the office.

What is the form of the modifier in this sentence?

positive

comparative

superlative

8.

The positive form of a modifier is used in a sentence that:

- ☐ says something about one person or object
- ☐ compares two persons or objects
- ☐ compares more than two persons or objects

The comparative form of a modifier is used in a sentence that:

- ☐ says something about one person or object
- ☐ compares two persons or objects
- ☐ compares more than two persons or objects

The superlative form of a modifier is used in a sentence that:

- ☐ says something about one person or object
- ☐ compares two persons or objects
- ☐ compares more than two persons or objects

says something about one . . .

compares two persons or objects

compares more than two . . .

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9.

When a person writes a sentence that contains a modifier, he must think of the proper form of the modifier.

For example, suppose a person wants to say that John is tall, but does not want to compare John to any other person. In this case, he would use the positive form of the modifier.

Suppose the person wants to compare John and Bill with respect to their height. In this case, he would use the comparative form of the modifier.

Suppose he wants to compare John to all his classmates. In this case, he would use the superlative form of the modifier.

If you wanted to say that a tree is green, but you did not want to compare the tree to any other tree, you would use the _____ form of the modifier.

If you wanted to compare the tree to another tree, you would use the _____ form of the modifier.

If you wanted to compare the tree to many other trees, you would use the _____ form of the modifier.

positive

comparative

superlative

10.

MATCH the columns below to indicate the form that should be used in each case listed on the right:

- | | | |
|---------------------|---|---|
| A. comparative form | 1. _____ sentence says something about one person or object | B |
| B. positive form | | |
| C. superlative form | 2. _____ sentence compares two persons or objects | A |
| | 3. _____ sentence compares more than two persons or objects | C |

<p>11.</p> <p>COMPLETE the spelling of each form listed below:</p> <p>posit ____</p> <p>comparat ____</p> <p>superlat ____</p>	<p>posit ive</p> <p>comparat ive</p> <p>superlat ive</p>
<p>12.</p> <p>COMPLETE the spelling of each form:</p> <p>po _____</p> <p>com _____</p> <p>super _____</p>	<p>po sitive</p> <p>com parative</p> <p>super lative</p>
<p>13.</p> <p>WRITE the forms that a modifier can take in a sentence:</p> <p>_____</p>	<p>positive</p> <p>comparative</p> <p>superlative (any order)</p>

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<p>14.</p> <p>(modifier: dusty) The green blackboard is _____ than the black one.</p> <p>The sentence above makes a comparison, but the modifier has been removed from the sentence. In place of the modifier is a blank line, and the basic form of the modifier is to the left of the sentence.</p> <p>How many persons or objects does the sentence compare? _____</p> <p>NAME the form of the modifier that should be used: _____</p> <p>Now READ this sentence:</p> <p>(sticky) This adhesive tape is _____ of all.</p> <p>How many persons or objects does the sentence compare? _____</p> <p>NAME the form of the modifier that should be used: _____</p>	<p>2</p> <p>comparative</p> <p>more than 2 (many)</p> <p>superlative</p>
<p>15.</p> <p>NAME the form of the modifier that should be used in each case below:</p> <p>(sweet) This candy bar is _____ than that one.</p> <p>(dry) The red umbrella is the _____ of all of them.</p> <p>(fast) Jim's car goes _____ than Ted's.</p> <p>(fine) Her pig was the _____ one at the county fair.</p> <p>(white) The top sheet on the bed is _____ than the bottom one.</p> <p>(short) Pat is _____ than any other girl in town.</p> <p>When a sentence does not make a comparison, what form of the modifier should be used? _____</p>	<p>comparative</p> <p>superlative</p> <p>comparative</p> <p>superlative</p> <p>comparative</p> <p>comparative</p> <p>positive</p>

16.

PREVIEW FRAME

You have now learned how to determine what form of a modifier should be used in a sentence. In the remainder of this lesson, you will learn how to recognize the different forms of a modifier.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

17.

Many modifiers are formed by adding endings to them.

READ the chart below:

Modifier	POSITIVE	COMPARATIVE	SUPERLATIVE
thick	thick	thicker	thickest
stale	stale	staler	stalest
dry	dry	drier	driest
stout	stout	stouter	stoutest
sturdy	sturdy	sturdier	sturdiest

The comparative form of the modifiers above all end with the letters _____.

The superlative form of the modifiers above all end with the letters _____.

e r

e s t

18.

When you see a modifier that ends in est, you know that it is in the _____ form.

When you see a modifier that ends in er, you know that it is in the _____ form.

superlative

comparative

19.

NAME the form of each modifier.

round	_____
rounder	_____
roundest	_____
whiter	_____
boldest	_____
thin	_____
large	_____
largest	_____
larger	_____
talker	_____
sturdier	_____

positive
comparative
superlative
comparative
superlative
positive
positive
superlative
comparative
comparative
comparative

20.

READ this sentence:

The mountain was higher than the hill.

What is the form of the underlined modifier?

The form of the modifier might be either correct or incorrect. What form should be used in the sentence above? _____

Is the modifier correct?

- ☐ yes
☐ no

Now READ this sentence:

This dictionary is thickest than the poetry book.

What is the form of the underlined modifier?

What form should be used in this sentence?

Is the modifier correct?

- ☐ yes
☐ no

comparative

comparative

yes

superlative

comparative

no

21.

In the sentences below, the modifiers are underlined.
CHECK only the sentences that have correct modifiers.

- ☐ Tom is taller than John.
- ☐ James is the bolder of the three boys.
- ☐ My car runs faster than yours.
- ☐ This car is green.
- ☐ Today is rainiest than yesterday.
- ☐ Today is the rainiest day we have had all week.
- ☐ This chain is sturdier than the bench.
- ☐ Today is rainier than any other day this week.

Tom is taller than John.

My car runs faster than yours.

This car is green.

Today is the rainiest day we

This chain is sturdier than

Today is rainier than any

22.

COMPLETE these sentences by CHECKING the phrase that is correct.

This is the:

- ☐ round island on the map
- ☐ rounder island on the map
- ☐ roundest island on the map

roundest island on the map

A straight line is the:

- ☐ short distance between two points
- ☐ shorter distance between two points
- ☐ shortest distance between two points

shortest distance between . . .

That liquid is:

- ☐ white than the liquid in the test tube
- ☐ whiter than the liquid in the test tube
- ☐ whitest than the liquid in the test tube

whiter than the liquid in . . .

Joyce's sweater is:

- ☐ green
- ☐ greener
- ☐ greenest

green

Today is:

- ☐ sunny than yesterday
- ☐ sunnier than yesterday
- ☐ sunniest than yesterday

sunnier than yesterday

23.

Many modifiers form comparatives and superlatives by using helper words.

READ the chart below.

Modifier	POSITIVE	COMPARATIVE	SUPERLATIVE
gentle	gentle	more gentle	most gentle
gentle	gentle	less gentle	least gentle
beautiful	beautiful	more beautiful	most beautiful
beautiful	beautiful	less beautiful	least beautiful
priceless	priceless	more priceless	most priceless
priceless	priceless	less priceless	least priceless

The comparative form of the modifiers above use the helper words _____ or _____.

The superlative form of these modifiers use the helper words _____ or _____.

more/less

most/least

24.

When you see the words "more" or "less" before a modifier, you know that the modifier is in the _____ form.

When you see the words "most" or "least" before a modifier, you know that the modifier is in the _____ form.

comparative

superlative

94

25.

NAME the form of each modifier.

more civilized _____

civilized _____

most civilized _____

fastest _____

less beautiful _____

least civilized _____

civilized _____

comparative

positive

superlative

superlative

comparative

superlative

positive

26.

READ this sentence:

She is the more beautiful girl in the world.

What form of the modifier is used in the sentence above?

What form should be used? _____

Is the modifier above correct?

☐ yes

☐ no

Now READ this sentence:

This curve is more dangerous than that one.

What is the form of the modifier used in the sentence above? _____

What form should be used? _____

Is the modifier above correct?

☐ yes

☐ no

comparative

superlative

no

comparative

comparative

yes

27.

In the sentences below, the modifiers are underlined.
CHECK only the sentences with modifiers that are not
correct.

- ☐ This is the most priceless object I own.
- ☐ He is more efficient than any other worker
in the factory.
- ☐ Many people believe that the people in
their own country are the more civilized
people in the world.
- ☐ Jake's mask is least horrible than Tom's.
- ☐ She is the more gorgeous of the two.

Many people believe that

Jake's mask is least . . .

PANEL 3

Irregular Modifiers

Modifier	POSITIVE	COMPARATIVE	SUPERLATIVE
bad	bad	worse	worst
good	good	better	best
little	little	less	least
many	many	more	most
much	much	more	most
well	well	better	best

28.

COMPLETE each sentence below by CHECKING the phrase that ends it correctly.

Tom learned to read the test questions:

- ☐ carefully than he used to
- ☐ more carefully than he used to
- ☐ most carefully than he used to

This book is the:

- ☐ reliable source of information there is
- ☐ more reliable source of information there is
- ☐ most reliable source of information there is

Who is:

- ☐ beautiful, Marie or Jeanette
- ☐ more beautiful, Marie or Jeanette
- ☐ most beautiful, Marie or Jeanette

Bob thinks that his wife is the:

- ☐ beautiful girl in the world
- ☐ more beautiful girl in the world
- ☐ most beautiful girl in the world

Janet spoke:

- ☐ quietly than David
- ☐ more quietly than David
- ☐ most quietly than David

more carefully than he used to

most reliable source of . . .

more beautiful, Marie or Jeanette

most beautiful girl in the world

more quietly than David

29.

REFER TO PANEL 3

Panel 3 is a list of the modifiers that are called irregular.

How do irregular modifiers form their comparative and superlative forms?

- ☐ They add new endings.
- ☐ The whole word changes.
- ☐ They use helper words.

The whole word changes.

30.

PREVIEW FRAME

You are going to have to memorize these irregular modifiers. When you think you have them memorized, CLOSE YOUR PANEL BOOK and do the next frame.

If you miss more than two on Frame 31, study the irregular adjectives more and try the frame again.

31.

NAME the form of each modifier.

bad _____

better _____

best _____

little _____

more _____

least _____

most _____

worst _____

much _____

many _____

worse _____

less _____

good _____

well _____

positive

comparative

superlative

positive

comparative

superlative

superlative

superlative

positive

positive

comparative

comparative

positive

positive

32.

In the sentences below, the modifiers are underlined.
CHECK only the sentences containing modifiers that
are not correct.

- ☐ Which is better, chocolate or vanilla?
- ☐ This is the most effective of the two methods.
- ☐ This candy bar tastes better than any other kind.
- ☐ Tom's poem is the worse of the four.
- ☐ The students are least interested in geography than in biology.
- ☐ Grapes are smaller than apples.

This is the most effective

Tom's poem is the worse

The students are least

33.

COMPLETE each sentence below by CHECKING the phrase that ends it correctly.

Under communism, the people have:

- ☐ little voice in government than in a democracy
- ☐ less voice in government than in a democracy
- ☐ least voice in government than in a democracy

This is the:

- ☐ bad book I ever read
- ☐ worse book I ever read
- ☐ worst book I ever read

She is the:

- ☐ good of the two singers
- ☐ better of the two singers
- ☐ best of the two singers

Jane did very:

- ☐ well on the test she took
- ☐ better on the test she took
- ☐ best on the test she took

In that election, :

- ☐ many people voted for Kennedy than for Nixon
- ☐ more people voted for Kennedy than for Nixon
- ☐ most people voted for Kennedy than for Nixon

less voice in government . . .

worst book I ever read

better of the two singers

well on the test she took

more people voted for . . .

34.

READ this sentence:

Mike is taller than any other boy in his class.

You learned earlier that the comparative modifier "taller" is the correct form for this sentence, because Mike is being compared to any one. Along with the comparative, the sentence must use the word "other." It is incorrect to say that Mike is taller than any boy in his class.

Which sentence is correct?

- ☐ Because John is stronger than any boy who tried out for the team, he was chosen.
- ☐ Because John is stronger than any other boy who tried out for the team, he was chosen.

Which sentence is correct?

- ☐ This poem is more effective than any other poem that was read.
- ☐ This poem is more effective than any poem that was read.

Sentences like the correct examples above, which compare one person or thing to any one person or thing, must use a comparative modifier and the word(s):

- ☐ any
- ☐ any other
- ☐ other

. . . than any other boy

. . . than any other poem

any other

35.

COMPLETE each sentence below by CHECKING the modifier that should be in the blank space.

_____ people were out of work during the depression than in the 1920's.

- ☐ Many
- ☐ More
- ☐ Most

More

_____ Americans are in favor of government restriction of big business.

- ☐ Many
- ☐ More
- ☐ Most

Most

Even though he was only seventeen, John was already _____ than his sixty-year old father.

- ☐ bald
- ☐ balder
- ☐ baldest

balder

The boy scout's knife is _____ than yours.

- ☐ sharp
- ☐ sharper
- ☐ sharpest

sharper

Roses are _____ than any other flower.

- ☐ pretty
- ☐ prettier
- ☐ prettiest

prettier

This tool does the job _____ than that one.

- ☐ effectively
- ☐ more effectively
- ☐ most effectively

more effectively

Of all the tools in the shop, this one works _____.

- ☐ effectively
- ☐ more effectively
- ☐ most effectively

most effectively

This tool is _____ of all of them.

- ☐ good
- ☐ better
- ☐ best

best

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

MODIFIERS HAVE DIFFERENT FORMS

Some modifiers say something about only one person or thing.

Some modifiers compare two persons or things to each other.

Some modifiers compare more than two persons or things with one another.

Examples: My bird is sick.
My bird is sicker than yours.
My bird is the sickest bird of all of them.

MODIFIERS IN THEIR POSITIVE FORM

A modifier that does not compare anything to anything else takes a positive form.

Example: This boy is happy.

MODIFIERS IN THEIR COMPARATIVE FORM

A modifier that compares two people or things takes a comparative form.

Example: This boy is happier than that one.

MODIFIERS IN THEIR SUPERLATIVE FORM

A modifier that compares more than two people or things takes a superlative form.

Example: This boy is the happiest in the group.

HOW TO FORM COMPARATIVES

For all short one-syllable words and many two-syllable words:

add er or r at the end.

Example: faster, finer

For many two-syllable words and all words of more than two syllables:

use more (or less)

Example: more beautiful, less dangerous

HOW TO FORM SUPERLATIVES

For all short one-syllable words and many two-syllable words:

add est or st at the end

Example: worst, hardest

For many two-syllable words and all words of more than two syllables:

use most (or least)

Example: most effective, least expensive

IRREGULAR COMPARATIVES AND SUPERLATIVES

Some words do not form their comparative and superlative forms by using the words above.

A list of these irregular modifiers is found on the next page (page 28).

Irregular Modifiers

Modifier	POSITIVE	COMPARATIVE	SUPERLATIVE
bad	bad	worse	worst
good	good	better	best
little	little	less	least
many	many	more	most
much	much	more	most
well	well	better	best

NOTE NOTE NOTE NOTE
When you are finished with this list
take the Mastery Test on page 30.

MASTERY TEST

Time started _____

In the sentences below, the comparatives are underlined. CHECK the sender which the comparatives are not correct.

1. ☐ Jane is the more appealing of the three girls.
2. ☐ Allen's collection is better than mine.
3. ☐ Between Tom and Joe, Joe is the best runner.
4. ☐ He was the better of the three.
5. ☐ Of all the months in the year, I was happiest in July.

COMPLETE these sentences by CHECKING the correct modifier.

6. Max is the _____ of all the boys in the club.
 - a. ☐ handsome
 - b. ☐ handsomer
 - c. ☐ handsomest
7. He is _____ happy about your promotion than I am.
 - a. ☐ little
 - b. ☐ less
 - c. ☐ least
8. Do you deserve a _____ raise than Marcia does?
 - a. ☐ high
 - b. ☐ higher
 - c. ☐ highest

9. No, Marcia has a _____ background than I do.

- a. ☐ good
- b. ☐ better
- c. ☐ best

10. Earl is a _____ young man.

- a. ☐ tall
- b. ☐ taller
- c. ☐ tallest

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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PM 431 - 98

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING IE AND EI WORDS

LEVEL: III

UNIT: 4

LESSON: 5



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

PANEL 1

LIST OF IE AND EI WORDS

COLUMN A

friend
believe
grievance
medieval
mischievous

COLUMN B

deceive
conceive
receipt
perceive

<p>1.</p> <p>PREVIEW FRAME</p> <p>A very tricky spelling problem is the combination of <u>i</u> and <u>e</u>, such as in <u>fi</u>eld or in rece<u>iv</u>e. Some words have the <u>i</u> before the <u>e</u>; other words have the <u>e</u> before <u>i</u>. How can you remember when to use <u>ie</u> or <u>ei</u>? This lesson will help you learn the basic rule for remembering the <u>ie</u> or <u>ei</u> spelling pattern.</p> <p>If you do not understand the meaning of any words in this lesson, refer to the word list at the end of the lesson.</p> <p>NO RESPONSE REQUIRED</p>	<p>GO ON TO THE NEXT FRAME</p>
<p>2.</p> <p>REFER TO PANEL 1.</p> <p>The words in column A all have an:</p> <p><input type="checkbox"/> <u>ei</u> combination (<u>e</u> comes before <u>i</u>)</p> <p><input type="checkbox"/> <u>ie</u> combination (<u>i</u> comes before <u>e</u>)</p> <p>Now look carefully at the words in column B.</p> <p>The words in column B all have an:</p> <p><input type="checkbox"/> <u>ei</u> combination (<u>e</u> comes before <u>i</u>)</p> <p><input type="checkbox"/> <u>ie</u> combination (<u>i</u> comes before <u>e</u>)</p>	<p><u>ie</u> combination</p> <p><u>ei</u> combination</p>
<p>3.</p> <p>LOOK carefully at the words in column B of Panel 1.</p> <p>What letter comes immediately before (preceeds) the ei combination in each word in the list? _____</p>	<p>(the letter) c</p>

4.

There is a rhyme you can learn which will help you remember whether to use i before e (ie) or e before i (ei).

i before e except after c.

The meaning of the rule can be seen in the following examples:

relieve
receive

COPY the word that has i before e _____
COPY the word that has an c in it _____
COPY the word that has e before i _____

relieve
receive
receive

5.

The rule: "i before e except after c" doesn't state how to arrange the letters i and e after c. The rule implies that the letters are revised after c. Thus, after c:

☐ e comes before i

☐ i comes before e

LOOK again at the word receive.

What letter in the word receive determines that e will come before i? _____

e comes before i

(the letter) c

<p>6.</p> <p>If the words in the list below have the <u>ie</u> pattern as in <u>relieve</u>, WRITE them underneath <u>relieve</u>; if the words in the list have the <u>ei</u> pattern as in the word <u>receive</u>, WRITE them underneath <u>receive</u>.</p> <p>Word List: friend, deceive, field, medieval, ceiling receipt, perceive</p> <p>relieve receive</p>	<p>relieve receive</p> <p>friend deceive field ceiling medieval receipt perceive</p>
<p>7.</p> <p>REFER TO PANEL 1</p> <p>LOOK AT column B. Each of these words (has/does not have) a <u>c</u> before the <u>ei</u> combination.</p> <p>CIRCLE the part of the rule which applies to the words in column B.</p> <p><u>i</u> before <u>e</u>, except after <u>c</u></p>	<p>has</p> <p>except after c</p>
<p>8.</p> <p>Apply the rule you have learned and COMPLETE these words:</p> <p>rel____ve rec____ve</p>	<p>rel<u>ie</u>ve rece<u>i</u>ve</p>

9.

MATCH the words below with the part of the rule which applies to them. Do this by writing ie or ei on the line next to each word according to the following key:

i before e = ie
except after c = cei

The first one is done for you.

1. believe ie
2. ceiling _____
3. field _____
4. friend _____
5. mischievous _____
6. perceive _____
7. ple _____

2. cei
3. ie
4. ie
5. ie
6. cei
7. ie

10.

According to the rule, e comes before i after which letter? _____

after c

11.

FILL IN the missing letters to make the rule for the spelling pattern of i and e:

_____ before _____ except after _____

i before e except after c

12.

Using the rule you just learned, FILL IN the missing letter(s) in the words below.

1. bel__ve
2. conc__ve
3. ir__nd
4. med__val
5. misch__vous
6. perc__ve

believe
conceive
friend
medieval
mischievous
perceve

13.

SELECT the misspelled words and WRITE them correctly in the blank provided. If a word is correctly spelled PLACE an x in the blank.

1. believe . _____
2. ceiling _____
3. cheif _____
4. friend _____
5. greif _____

1. x
2. x
3. chief
4. x
5. grief

14.

CHECK the misspelled word in the list. If all are correct CHECK "none misspelled;"

- ☐ conceive
- ☐ friend
- ☐ grievance
- ☐ reciept
- ☐ none misspelled

reciept (should be receipt)

PANEL 2

"EXCEPTIONS"

forfeit

seize

weird

height

efficient

15.

PREVIEW FRAME

You have just learned a rule that will help you remember when i comes before e, and when e should come before i. This rule will apply to most words that have these two vowels together. However, this rule, like all rules, has a number of exceptions. In other words, there are several words that do not follow the rule. The next few frames will acquaint you with some of these exceptions to the rule.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

16.

REFER TO PANEL 2. (Page 7)

The words in the panel are all spelled correctly.

LOOK AT the first four words.

These words all have an:

ei combination

ie combination

Are these words spelled the way you would expect them to be spelled, according to the rule you just learned?

☐ yes

☐ no

LOOK AT the last word on the list.

This word has an:

ei combination

ie combination

Is this word spelled as you would expect, according to the rule?

☐ yes

☐ no

ei combination

no

ie combination

no

17.

REFER TO PANEL 2

The best way to learn how to spell the words listed on Panel 2 is to:

- ☐ memorize how to spell them
☐ use the rhyme to help spell them

memorize . . .

18.

REFER TO PANEL 2

UNDERLINE the word in each sentence that is an exception to the ie - ei rule and COPY the word correctly on the blank provided.

People believed that she was a witch because of her weird behavior _____

weird

An efficient secretary would always ask for a receipt. _____

efficient

Seize your shields and join the troops!

seize

I have a grievance about the height of the chairs. _____

grievance

My friend forfeited the championship because she missed the game. _____

forfeited

<p>19.</p> <p>The words listed below do not follow the rule which says, "<u>i</u> before <u>e</u> except after <u>c</u>" COMPLETE the words below by WRITING the missing letters.</p> <p>s____ze w____rd effic____nt h____ght forf____t</p>	<p>seize weird efficient height forfeit</p>
<p>20.</p> <p>MATCH the statement which best fits the <u>i</u> and <u>e</u> spelling pattern.</p> <p><u>i</u> before <u>e</u> = ie except after <u>c</u> = cei the rule does not apply = no rule</p> <p>1. efficient _____</p> <p>2. friend _____</p> <p>3. forfeit _____</p> <p>4. height _____</p> <p>5. mischievous _____</p> <p>6. perceive _____</p> <p>7. receive _____</p> <p>8. relieve _____</p> <p>9. seize _____</p> <p>10. weird _____</p>	<p>no rule ie no rule no rule ie cei cei ie no rule no rule</p>

<p>21.</p> <p>In the word <u>height</u> the <u>ei</u> combination is not the only spelling problem. Some people also misspell the ending as well.</p> <p>The final letter of the word <u>height</u> is the letter _____</p>	<p>t</p>																																		
<p>22.</p> <p>CIRCLE the correct spelling of this word:</p> <p>heighth height</p>	<p>(height)</p>																																		
<p>23.</p> <p>FILL IN the missing letter(s):</p> <p>h__gh__</p>	<p>height</p>																																		
<p>24.</p> <p>For each of the words below, CHECK the column labeled correct if the word is spelled correctly. If the word is misspelled check the column labeled incorrect.</p> <table border="0"> <thead> <tr> <th></th> <th>Correct</th> <th>Incorrect</th> </tr> </thead> <tbody> <tr> <td>1. reciept</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2. believe</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. friend</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4. wierd</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5. deceive</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>6. heighth</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>7. mischievous</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Correct	Incorrect	1. reciept	<input type="checkbox"/>	<input type="checkbox"/>	2. believe	<input type="checkbox"/>	<input type="checkbox"/>	3. friend	<input type="checkbox"/>	<input type="checkbox"/>	4. wierd	<input type="checkbox"/>	<input type="checkbox"/>	5. deceive	<input type="checkbox"/>	<input type="checkbox"/>	6. heighth	<input type="checkbox"/>	<input type="checkbox"/>	7. mischievous	<input type="checkbox"/>	<input type="checkbox"/>	<table border="0"> <thead> <tr> <th>Correct</th> <th>Incorrect</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Correct	Incorrect	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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<p>25.</p> <p>In each of the following frames CHECK the word in the list below which is misspelled. If all are correct, CHECK "none misspelled."</p> <ul style="list-style-type: none"> <input type="checkbox"/> friend <input type="checkbox"/> greivance <input type="checkbox"/> height <input type="checkbox"/> receipt <input type="checkbox"/> none misspelled 	<p>greivance (should be grievance)</p>
<p>26.</p> <ul style="list-style-type: none"> <input type="checkbox"/> medieval <input type="checkbox"/> perceive <input type="checkbox"/> seize <input type="checkbox"/> weird <input type="checkbox"/> none misspelled 	<p>none misspelled</p>
<p>27.</p> <ul style="list-style-type: none"> <input type="checkbox"/> believe <input type="checkbox"/> conceive <input type="checkbox"/> forfeiture <input type="checkbox"/> medieval <input type="checkbox"/> none misspelled 	<p>forfieture (should be forfeiture)</p>
<p>28.</p> <ul style="list-style-type: none"> <input type="checkbox"/> deceleve <input type="checkbox"/> efficeint <input type="checkbox"/> friend <input type="checkbox"/> perceive <input type="checkbox"/> none misspelled 	<p>efficeint (should be efficient)</p> <p>Time completed _____</p>
<div style="border: 1px solid black; padding: 10px;"> <p>YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.</p> </div>	

FRIEND	<p>one who is attached to another by tender feelings</p> <p>I need all the <u>friends</u> I can get.</p>
BELIEVE	<p>think, suppose; have a strong religious feeling</p> <p>Do you <u>believe</u> that there are living beings on other planets?</p>
GRIEVANCE	<p>something that causes suffering or distress; a complaint; an injustice</p> <p>The workers discussed their <u>grievance</u> with their employer who agreed to give them more vacation time.</p>
MEDIEVAL	<p>relating to the period in history, from about 500 A.D. to 1500 A.D., referred to as the Middle Ages</p> <p>Most of the farmers in <u>medieval</u> times did not own their own farms, but tilled the land of wealthy nobles.</p>
MISCHIEVOUS	<p>harmful; able or tending to cause annoyance, trouble, etc.</p> <p>Young children are often <u>mischievous</u> without meaning to cause trouble.</p>
DECEIVE	<p>to cause someone to believe something that is not true; to mislead</p> <p>He purposely <u>deceived</u> his parents, because he knew they would be displeased if they knew the truth.</p>
CONCEIVE	<p>think; imagine</p> <p>He <u>conceived</u> of a brilliant plan but still had to work out the details.</p>
RECEIPT	<p>a written notice stating that goods have been received</p> <p>He kept his <u>receipt</u>, in case he decided to return the suit.</p>

PERCEIVE	<p>to become aware of something through the use of one's senses; to see, or observe</p> <p>It was so dark that he couldn't quite <u>perceive</u> the details of the man's face, even though he was only a few feet away.</p>
FORFEIT	<p>a penalty; to lose something, or lose a right to something</p> <p>The referee told the player to <u>forfeit</u> his next turn, because he had made an error.</p>
SEIZE	<p>to take possession of; capture; arrest; clutch or grasp</p> <p>He <u>seized</u> my arm so roughly that I screamed in pain.</p>
WEIRD	<p>strange; magical; mysterious; odd; fantastic</p> <p>We thought it was very <u>weird</u> that he should suddenly decide to leave the country.</p>
HEIGHT	<p>the highest part; the distance from the bottom to the top of something</p> <p>He had reached the <u>height</u> of success, but still had not found happiness.</p>
EFFICIENT	<p>effective; producing the desired results without waste</p> <p>In order to increase the profits of the business, he had to make sure all work was being done in an <u>efficient</u> manner.</p>

MASTERY TEST

Time started _____

NOTE NOTE NOTE NOTE NOTE

Skip one(1) page to find page 16.

CHECK the appropriate box to indicate whether each word is spelled correctly, or whether it is misspelled.

	Spelled Correctly	Misspelled
1. mischievous	<input type="checkbox"/>	<input type="checkbox"/>
2. percieve	<input type="checkbox"/>	<input type="checkbox"/>
3. forfiet	<input type="checkbox"/>	<input type="checkbox"/>
4. medieval	<input type="checkbox"/>	<input type="checkbox"/>
5. grievance	<input type="checkbox"/>	<input type="checkbox"/>
6. concieve	<input type="checkbox"/>	<input type="checkbox"/>
7. weird	<input type="checkbox"/>	<input type="checkbox"/>
8. heighth	<input type="checkbox"/>	<input type="checkbox"/>
9. friend	<input type="checkbox"/>	<input type="checkbox"/>
10. deceive	<input type="checkbox"/>	<input type="checkbox"/>
11. efficient	<input type="checkbox"/>	<input type="checkbox"/>
12. believe	<input type="checkbox"/>	<input type="checkbox"/>
13. wierd	<input type="checkbox"/>	<input type="checkbox"/>
14. seize	<input type="checkbox"/>	<input type="checkbox"/>

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

ED 070913

PM 431 - 99

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

USING NEGATIVES CORRECTLY

LEVEL: III

UNIT: 4

LESSON: 6



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

The words below are Negative words.

not

none

never

scarcely

hardly

no

Sometimes letters are added to words that make them negatives, for example,

no - (such as in the words nobody or nothing)

n't - (such as in didn't or wouldn't; n't is short for not)

You will have to MEMORIZE these negatives.

CIRCLE all the negatives in the sentences below.

I'm not going anywhere.

He has no food.

You shouldn't do that.

We scarcely know each other.

John has nowhere to go.

There are hardly any fish in the pond.

None of them had a good time.

She has never told a lie.

not

no

n't

scarcely

no

hardly

none

never

2.

CIRCLE the negative in each pair of words below.

ever never

never

hard hardly

hardly

scarce scarcely

scarcely

no now

no

knot not

not

would wouldn't

wouldn't

nobody anybody

nobody

anywhere nowhere

nowhere

should shouldn't

shouldn't

3.

READ the sentences below. The negatives are underlined.

CORRECT: 1. Paul isn't going anywhere.

CORRECT: 2. Paul is going nowhere.

INCORRECT: 3. Paul isn't going nowhere.

How many negatives does sentence 1 contain? _____

1

How many negatives does sentence 2 contain? _____

1

How many negatives does sentence 3 contain? _____

2

From the information above, you can infer that a sentence is incorrect if it contains:

- ☐ 1 negative
- ☐ 2 negatives
- ☐ 3 no negatives

2 negatives

4.

A sentence that has two negatives is incorrect.

CIRCLE all the negatives in the sentences below. Then CHECK any sentences that are incorrect because they contain two negatives.

☐ Chuck didn't have hardly any problems.

☒ n't hardly

☐ Don't throw away the rest of the salad.

☐ n't

☐ Nobody wants the stray dog.

☐ no

☐ Two wrongs don't never make a right.

☒ n't never

☐ Why is it that I can't never find my glasses?

☒ n't never

<p>5.</p> <p>Which of the following kind(s) of sentences could be correct?</p> <p><input type="checkbox"/> a sentence without any negatives</p> <p><input type="checkbox"/> a sentence with only one negative</p> <p><input type="checkbox"/> a sentence with two negatives</p>	<p>a sentence without . . .</p> <p>a sentence with only. . .</p>
<p>6.</p> <p>In each sentence below, the negatives are underlined. CHECK the sentences that are correct.</p> <p><input type="checkbox"/> He wouldn't <u>never</u> know.</p> <p><input type="checkbox"/> He couldn't <u>scarcely</u> believe what he heard.</p> <p><input type="checkbox"/> I can <u>hardly</u> do this alone.</p> <p><input type="checkbox"/> The trouble was that <u>nobody</u> <u>hardly</u> tried.</p> <p><input type="checkbox"/> He <u>cannot</u> tell a lie.</p> <p><input type="checkbox"/> I am <u>not</u> <u>never</u> going to do that again.</p>	<p>I can hardly . . .</p> <p>He cannot tell . . .</p>
<p>7.</p> <p>CIRCLE all the negatives in the sentences below. (Some sentences are correct and some are incorrect.)</p> <p>Frank wouldn't never go near the water.</p> <p>I couldn't hardly get anything done.</p> <p>You can scarcely believe it.</p> <p>The trouble was that nobody hardly tried.</p> <p>You cannot go home again.</p>	<p>(n't) (never)</p> <p>(n't) (hardly)</p> <p>(scarcely)</p> <p>(no) (hardly)</p> <p>(not)</p>

8.

READ this question, but DO NOT MARK an answer:

CHECK the phrase that belongs in the sentence below.

There _____ no train in sight.

- ☐ was
- ☐ wasn't

If you choose was, the sentence will have:

- ☐ one negative
- ☐ two negatives

If you choose wasn't, the sentence will have:

- ☐ one negative
- ☐ two negatives

The correct answer to the question is:

- ☐ was
- ☐ wasn't

was

one negative

two negatives

was

135

9.

COMPLETE each sentence by checking the phrase that should be in the blank space.

Jason _____ never admit that he stole the cookies.

- ☐ would
☐ wouldn't

would

She _____ hardly have spent much time preparing the lesson.

- ☐ could
☐ couldn't

could

I _____ believe it.

- ☐ can scarcely
☐ can't scarcely

can scarcely

She said that _____ to fix the leak in the faucet.

- ☐ nobody hardly tried
☐ nobody tried

nobody tried

10.

CHECK the sentences that are correct.

- ☐ George doesn't have no musical talent.
☐ They do not need these tools.
☐ We don't need no bread today.
☐ Why don't you never come here any more?
☐ Why don't you ever come here any more?

They do not need . . .

Why don't you ever . . .

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

WORD	DEFINITION
WHAT IS A NEGATIVE?	<p>Some negatives are words and some are parts of words:</p> <p>Negative Words:</p> <ul style="list-style-type: none"> not none never no hardly scarcely <p>Negatives that are word parts:</p> <ul style="list-style-type: none"> no- no in nobody or nowhere -n't as in didn't or shouldn't
HOW TO USE NEGATIVES CORRECTLY	<p>Examples:</p> <div data-bbox="997 998 1556 1083" style="border: 1px solid black; padding: 5px;"> <p>Correct: There are <u>hardly</u> any fish here. Incorrect: There are <u>hardly</u> <u>no</u> fish here.</p> </div> <p>Any sentence that uses two negatives together is incorrect.</p>

MASTERY TEST

Time started _____

23

136 B

COMPLETE each sentence by CHECKING the phrase that should be in the blank space.

1. I heard that they _____ see the screen.
 - a. ☐ could hardly
 - b. ☐ couldn't hardly

2. I really don't want _____ trouble.
 - a. ☐ any
 - b. ☐ no

3. Charlie is _____ going there any more.
 - a. ☐ never
 - b. ☐ not never

4. Charlie _____ more salad.
 - a. ☐ doesn't want any
 - b. ☐ doesn't want no

5. They _____ him, even though he lived next door.
 - a. ☐ didn't hardly know
 - b. ☐ hardly knew

CHECK any of the following sentences that are correct:

- 6. ☐ There were scarcely any weeds in the tomato patch.
- 7. ☐ Nobody would never know he was gone.
- 8. ☐ There wasn't any way to get home.
- 9. ☐ I don't hardly have problems.
- 10. ☐ We have no bananas today.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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PM 431 - 100

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

USING PREPOSITIONS AND PREPOSITIONAL PHRASES

LEVEL: III

UNIT: 4

LESSON: 7



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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1.

In this lesson you will learn about a part of speech called a preposition, and about how to use prepositions correctly.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

In the following sentences, some phrases are underlined.

1. John went to the movies.

2. Jean left after dinner.

In sentence 1, the phrase tells you where John went.

In sentence 2, the phrase tells you:

- ☐ when Jean left
- ☐ where Jean went

when Jean left

PANEL 1

COMMON PREPOSITIONS

ABOUT	BETWEEN	ON
ABOVE	EXCEPT	ONTO
ACROSS	FOR	OVER
AFTER	FROM	THAN
AGAINST	IN	TO
AMONG	INTO	UNDER
AT	INSIDE	UNTIL
BEFORE	NEAR	UP
BEHIND	OF	WITH
BESIDE	OFF	WITHOUT

3.

Phrases such as in the house, at the circus, and before breakfast are called prepositional phrases. Prepositional phrases always begin with words such as for, in, on and to, which are prepositions.

In the sentences below, the prepositions are underlined. CIRCLE the prepositional phrases.

A lot of people came to the party.

Ray went with Jean.

After the party, we went out for coffee.

The horse leaped over the fence.

He worked until the store closed.

Put the pencil on the desk.

(to the party)

(with Jean)

(for coffee)

(over the fence)

(until the store closed)

(on the desk.)

4.

Panel 1 shows a list of common prepositions. Try to remember this list. REFER TO PANEL 1, then answer the question below.

CHECK every prepositional phrase:

- ☐ out the window
- ☐ cannot do
- ☐ before dawn
- ☐ onto the diving board
- ☐ in Cleveland
- ☐ inside the house
- ☐ the good food
- ☐ have never gone

out the window

before dawn
onto the diving board
in Cleveland
inside the house

<p>5.</p> <p>Prepositional phrases:</p> <p><input type="checkbox"/> sometimes begin with prepositions</p> <p><input type="checkbox"/> always begin with prepositions</p> <p><input type="checkbox"/> sometimes begin with nouns or verbs</p> <p><input type="checkbox"/> always begin with adverbs or adjectives</p>	<p>always begin with prepositions</p>
<p>6.</p> <p>READ these sentences. (The prepositions are underlined.)</p> <p>1. He stood <u>in</u> the river.</p> <p>2. He stood <u>by</u> the river.</p> <p>You can see that a preposition:</p> <p><input type="checkbox"/> is important in determining the meaning of a sentence</p> <p><input type="checkbox"/> cannot change or effect the meaning of a sentence</p>	<p>is important in determining . . .</p>
<p>7.</p> <p>REFER TO YOUR PANEL 1.</p> <p>READ this sentence:</p> <p>He jumped out from behind the door.</p> <p>This sentence shows you that prepositional phrases:</p> <p><input type="checkbox"/> always begin with one preposition</p> <p><input type="checkbox"/> can begin with more than one preposition</p>	<p>can begin with more than one . . .</p>

8.

The prepositions you use in a sentence have to be exact, so that the sentence will say exactly what you want to say. For this reason, it is important to use the correct preposition.

CORRECT: in the water
INCORRECT: in the table

You can see that the second phrase above is incorrect because it does not make sense. (Something can be in water, but nothing can be in a table.)

CHECK any phrase below that is incorrect:

- ☐ from the hill
- ☐ up the hill
- ☐ near the hill
- ☐ between the hill
- ☐ behind the hill
- ☐ beside the hill
- ☐ across the hill
- ☐ among the hill

between the hill

among the hill

9.

It is not always possible to recognize an incorrect preposition just by asking yourself if it makes sense in the sentence. Some prepositions make sense, but they are still incorrect.

In the next few frames you will learn about common mistakes that are made with prepositions, and how to avoid these mistakes.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

10.

In, Into - On, Onto

People often confuse In with Into, and On with Onto.

You will use these prepositions correctly if you can remember this rule:

In and On are used after verbs that show no change in position (such as is, are, stay).

Into and Onto are used after verbs that show action or change in position, such as go, come, run, and walk.

For example:

He climbed into the truck is correct. (He changed position.)

Marcia was in the house is correct. (She did not change position.)

FILL IN THE BLANKS below with the correct preposition (in, into, on or onto.)

We all remained _____ the car.

in

John stepped _____ the car.

into

The apples lay _____ the table.

on

Greg climbed _____ the roof of the moving truck.

onto

She threw the penny _____ the wishing well.

into

Can you condense the whole story _____ a few words?

into

11.

Which prepositions should you use after verbs that show action or change in position?

- ☐ in
- ☐ into
- ☐ on
- ☐ onto

Which prepositions should you use after verbs that show no change in position?

- ☐ in
- ☐ into
- ☐ on
- ☐ onto

into

onto

in

on

12.

CHECK the sentences that are CORRECT:

- ☐ The scouts crawled into the tent
- ☐ Run in the house!
- ☐ The typewriter is on the desk.
- ☐ She walked in my arms.

The scouts crawled into the tent.

The typewriter is on the desk.

13.

The prepositions between and among are often confused.

Just remember:

Between is used when two people or things are involved.

For example, Tom stood between Joe and Harry.

Among is used when more than two people or things are involved.

For example, I can't choose among the four jobs I was offered.

FILL IN THE BLANKS with either between or among:

I was _____ three of my best friends.

among

The small car was _____ two large trucks.

between

Since Joe and Harry don't get along very well, you had better sit _____ them.

between

I knew I was _____ a lot of good hunters.

among

14.

Remember this rule:

Between for two

Among for more than two

FILL IN THE BLANKS with either between or among:

He walked _____ his two sisters.

_____ the six of them, they couldn't agree.

This is just one flower _____ many.

CHECK the appropriate box:

When two people or things are involved, use the preposition:

- ☐ between
☐ among

When more than two people or things are involved, use the preposition:

- ☐ between
☐ among

between

Among

among

between

among

15.

The prepositions at and by seem to be misused often.

When you use these prepositions, remember that:

At tells you the location or place of something.

By usually means near or past.

For example:

Margie is at the grocery store.

She is at home now.

I walked by the house. (by means past.)

The chair is by the table. (by means near.)

FILL IN THE BLANKS with at or by.

He walked _____ the piano.

by

The car stopped _____ the gate.

at

The movie was showing _____ the
the theatre.

at

The television set was placed _____ the
spot from which we could best watch it.

at

16.

FILL IN THE BLANKS with by or at.

The preposition _____ means near or
past.

by

The preposition _____ tells you the
location or place of a person or thing.

at

17.

FILL IN THE BLANKS with by or at.

The car stopped _____ the red light.

at

The wedding took place _____ the
bride's house.

at

We went _____ his house without
stopping.

by

18.

Beside and Besides look almost alike, but they have
very different meanings.

Beside means by the side of or next to.

For example: He stayed beside her.

Besides means in addition to.

For example: Besides cleaning the house, I washed
the clothes.

FILL IN THE BLANKS with either beside or besides:

Put the package down _____ the mail
box.

beside

He read four books this week, _____
the two he read last week.

besides

Martha needs to think of someone _____
herself.

besides

You will find the needle _____ the clock.

beside

19.

FILL IN THE BLANKS with the correct preposition:

The preposition _____ means in addition to.

besides

The preposition _____ means next to or at the side of.

beside

20.

FILL IN THE BLANKS with either beside or besides:

May I put the lamp _____ the window ?

beside

What do you have to eat _____
hamburgers ?

besides

I would like to sit _____ you.

beside

21.

Here is the correct way to use the prepositions from and than:

From indicates a starting point in a sentence that says something about movement; it is also used after differ, different, and differently.

Here are two correct examples of the use of from:

He came to the party from the office.

This rose is different from that one.

Than means in relation to and is NEVER used after differ, different, and differently.

For example:

He is stronger than I am.

FILL IN THE BLANKS with either from or than:

They traveled _____ Paris to Rome.

Janet is very different _____ Jean.

He has no more power _____ I.

The two jobs weren't very different _____ each other, although one paid more.

from

from

than

from

22.

FILL IN THE BLANKS with from or than:

Jane is taller _____ Jim.

This movie is different _____ the one we saw last night.

than

from

23.

People often misuse prepositions by using too many of them. For example, READ this sentence:

The dog will follow on after him.

Both prepositions are unnecessary, so that the sentence should simply be:

The dog will follow him.

READ this sentence:

The broom is inside of the closet.

Here, of is not necessary.

When a sentence contains unnecessary prepositions, it is incorrect. In the sentences below, CROSS OUT the prepositions that are not necessary.

John is standing outside of my door.

She will leave at about one o'clock.

~~of~~

~~at, or about~~

24.

Although people sometimes use too many prepositions, remember that it may be necessary to use more than one preposition in a sentence.

READ this sentence:

Jeff strolled out of the room.

How many prepositions does it contain? _____

2

Does this sentence contain any unnecessary prepositions?

- ☐ yes
☐ no

no

CROSS OUT any unnecessary prepositions in the sentences below. (But be sure they are really unnecessary!)

Are you sure the doorway is three feet in length?

Tarzan leaped out from in behind the tree.

out, in

I came in from the cold.

25.

CHECK every sentence in which the underlined words or phrases are incorrect:

- ☐ The soldier climbed on the roof from the ladder.
- ☐ Jeff stood between the two other boys.
- ☐ He walked out onto the high platform.
- ☐ John dived into the pool.
- ☐ Come out from behind the barn.
- ☐ The family planned to settle at Texas.
- ☐ We came at the gate and the taxi stopped.

The soldier climbed on . . .

The family planned . . .

We came at the gate . . .

26.

READ the sentences below.

DECIDE whether or not the underlined portion is correct. If it is correct, CHECK the first choice below. If you think it is not correct, CHECK the correct phrase.

The divers climbed clear into the sunken ship.

- ☐ clear into
- ☐ clear inside of
- ☐ inside of
- ☐ inside
- ☐ clear inside

inside

He jammed all his clothes in a suitcase.

- ☐ in
- ☐ into
- ☐ on in

into

Jim came out from in behind the barn.

- ☐ out from in behind
- ☐ out from behind
- ☐ from behind
- ☐ out from

from behind

The opera was staged at a small theatre.

- ☐ at
- ☐ on
- ☐ by
- ☐ in

in

He stood among all the other members of the team.

- ☐ among
- ☐ between
- ☐ alongside of

among

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

COMMON PREPOSITIONS

about	between	on
above	except	onto
across	for	over
after	from	than
against	in	to
among	into	under
at	inside	until
before	near	up
behind	of	with
beside	off	without

USING THE CORRECT PREPOSITION IN A SENTENCE:

The prepositions you use in a sentence have to be the right ones so that the sentence will say what you want it to say.

Sometimes you can recognize an incorrect preposition since it doesn't make sense in the sentence (as in the wrong example below.)

Examples:

CORRECT:

The bird was standing on the rock.

INCORRECT:

The bird was standing in the rock.

Special Prepositions

Sometimes a sentence makes sense even when an incorrect preposition has been used.

Therefore, you will have to learn some special prepositions that are often misused.

Examples:

CORRECT:

He jumped into the truck.

INCORRECT:

He jumped in the truck.

CORRECT:

The vase was on the desk.

INCORRECT:

The vase was onto the desk.

In and On are used after verbs that show no change in position (such as is, are, and stay.)

Into and Onto are used after verbs that show action or change in position (such as go, come, and run)

In-Into
On-Onto

Between-Among

Between is used when two people or things are involved.

Among is used when more than two people or things are involved.

Examples:

- | | |
|------------|---|
| CORRECT: | Joe walked <u>between</u> Joe and Jim. |
| INCORRECT: | Joe walked <u>among</u> Joe and Jim. |
| CORRECT: | He was <u>among</u> three of his friends. |
| INCORRECT: | He was <u>between</u> three of his friends. |

At-By

At tells you the location or place of something.

By usually means near or past.

Examples:

- | | |
|------------|--------------------------------|
| CORRECT: | She is <u>at</u> the park. |
| INCORRECT: | She is <u>by</u> the park. |
| CORRECT: | He stood <u>by</u> the house. |
| CORRECT: | He walked <u>by</u> the house. |
| INCORRECT: | He walked <u>at</u> the house. |

Beside-Besides

Beside means by the side of or next to.

Besides means in addition to.

Examples:

- | | |
|----------|--|
| CORRECT: | <u>Besides</u> doing the dishes, I washed the floor. |
| CORRECT: | He stood <u>beside</u> her. |

From-Than

USING THE CORRECT NUMBER OF
PREPOSITIONS

From indicates a starting point in a sentence that says something about movement. It is also used after differ, different, and differently.

Than means in relation to, and is NEVER used after differ, different, and differently.

Examples:

CORRECT:

This book is different
from that one.

INCORRECT:

This book is different
than that one.

CORRECT:

I am taller than Jim.

CORRECT:

I am here from home.

It is often necessary to use more than one preposition (as in the correct example below.)

However, you must be careful not to put unnecessary prepositions into sentences (as in the wrong example below, where out is not needed.)

Examples:

CORRECT:

Jim ran out of the field.

INCORRECT:

He jumped out from behind
the tree.

MASTERY TEST

Time started _____

CHECK every sentence below in which the underlined words or phrases are incorrect.

1. ☐ He climbed on the ladder from the ground.
2. ☐ Jack jumped onto the desk from the floor.
3. ☐ We came at town this morning.
4. ☐ There was an argument between John and Mary.
5. ☐ The Smith family decided to settle in Ohio.

READ each sentence below. If the underlined part of the sentence is correct, CHECK choice a. If you think it is not correct, CHECK the correct choice.

6. He came out from behind the rock.
 - a. ☐ out from behind
 - b. ☐ from behind
 - c. ☐ out from
 - d. ☐ out from in behind
7. The burglars managed to get clear inside of the store before they were noticed.
 - a. ☐ clear inside of
 - b. ☐ inside of
 - c. ☐ inside
8. It is possible to summarize this entire lesson into one paragraph.
 - a. ☐ into
 - b. ☐ inside
 - c. ☐ in

NOTE: Skip one(1) page and continue with question 9.

9. Tom's desk was beside Jack's and Marty's.

a. ☐ beside

b. ☐ besides

10. He walked at the piano.

a. ☐ at

b. ☐ by

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE
THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT
UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

ED 070913

PM 431 - 101

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING - ANCE AND ENCE WORDS

LEVEL: III

UNIT: 4

LESSON: 8



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
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1.

INTRODUCTION FRAME

The following is a list of words which you will learn to spell in this lesson. The words have been used in sentences to help you understand what they mean. If these sentences do not clearly relate the meanings of these words to you, refer to the word list at the end of this lesson.

- | | |
|-----------------|---|
| 1. absence: | His <u>absence</u> from our club meeting counted against him. |
| 2. attendance: | She took <u>attendance</u> at the beginning of each class to see who was present. |
| 3. concordance: | Our loud and lasting applause displayed our <u>concordance</u> that the show was great! |
| 4. existence: | The <u>existence</u> of life on another planet is a chief concern to scientists today. |
| 5. ignorance: | My <u>ignorance</u> led to failure. |
| 6. maintenance: | The <u>maintenance</u> of the city gardens is important to the beauty. |
| 7. preference: | I have a <u>preference</u> for convertibles over hard tops in cars. |
| 8. reluctance: | Dad's frown showed his <u>reluctance</u> to let me use the car. |

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

Below are definitions of the underlined words in the sentences in Frame 1. WRITE each of the underlined words on the line next to the phrase which most closely matches it. Be careful to spell the words correctly.

- | | | |
|-------------------------|-------|-------------|
| 1. unwillingness | _____ | reluctance |
| 2. lack of knowledge | _____ | ignorance |
| 3. united agreement | _____ | concordance |
| 4. a count | _____ | attendance |
| 5. the care; the upkeep | _____ | maintenance |
| 6. presence | _____ | existence |
| 7. stronger liking | _____ | preference |
| 8. not being present | _____ | absence |

3.

PREVIEW FRAME

There are many English words which have endings that sound alike but which are not spelled alike. Unfortunately, there are no rules to help you remember how to spell certain letter combinations at the end of many words. This lesson will give you practice so that you can memorize the correct spelling of words ending in ance and ence.

Here are two examples of words with these endings.

UNDERLINE the endings ance and ence in these words:

ignorance
absence

ignorance
absence

<p>4.</p> <p>READ this sentence:</p> <p>There was <u>concordance</u> that the freshman dance had the best <u>attendance</u>.</p> <p>UNDERLINE the word dance in :</p> <p>concordance attendance</p>	<p><u>concordance</u> <u>attendance</u></p>
<p>5.</p> <p>FILL IN the blanks with the missing letters:</p> <p>There was concor_____ that the freshman dance had the best atten_____.</p>	<p><u>concordance</u> <u>attendance</u></p>
<p>6.</p> <p>WRITE the number of the correct spelling of the words below:</p> <p>1. attendance 2. attendance 3. attendense 4. attendanse</p> <p>1. concordance 2. cõncordence 3. concordense 4. concordanse</p>	<p>2</p> <p>1</p>

<p>7.</p> <p>LOOK AT the word <u>maintenance</u>.</p> <p>READ this sentence.</p> <p>It cost <u>ten</u> dollars for Vance to pay for the <u>maintenance</u> of his car.</p> <p>UNDERLINE the word <u>ten</u> in this word:</p> <p>maintenance</p> <p>UNDERLINE the letters which are alike in these words:</p> <p>Vance maintenance</p>	<p>maintenance</p> <p>Vance maintenance</p>
<p>8.</p> <p>It cost <u>ten</u> dollars for <u>Vance</u> to pay for the maintenance of his car.</p> <p>FILL IN the blank with the missing letters</p> <p>maint__n__nce</p>	<p>maintenance</p>
<p>9.</p> <p>FILL IN the blank with the missing letters:</p> <p>It cost ten dollars for Vance to pay for the maint__n__n__ of his car.</p>	<p>maintenance</p>
<p>10.</p> <p>WRITE the number of the correct spelling of the word below:</p> <ol style="list-style-type: none"> 1. maintenance 2. maintanance 3. maintenance 4. maintenence 	<p>3</p>

<p>11.</p> <p>LOOK AT this word.</p> <p><u>ignorant</u> and <u>ignorance</u></p> <p>UNDERLINE the word ran in the word.</p> <p>ignorance</p>	<p>ignor<u>ance</u></p>
<p>12.</p> <p>READ this sentence.</p> <p>The man <u>ran</u> away from ignorance</p> <p>FILL IN the missing letters:</p> <p>igno__ce.</p>	<p>ignor<u>ance</u></p>
<p>13.</p> <p>FILL IN the missing letters:</p> <p>The man ran away from igno____ce.</p>	<p>ign<u>orance</u></p>
<p>14.</p> <p>WRITE the number of the correct spelling of this word:</p> <ol style="list-style-type: none"> 1. ignorence 2. ignorance 3. igncranse 4. ignorense 	<p>2</p>

<p>15.</p> <p>UNDERLINE the endings which these words have in common:</p> <p>maintenance ignorance concordance</p>	<p>maintenance ignor<u>ance</u> concord<u>ance</u></p>
<p>16.</p> <p>LOOK AT this word: reluctance</p> <p>UNDERLINE the word <u>tan</u> in this word: reluctance</p>	<p>reluct<u>ance</u></p>
<p>17.</p> <p>READ this sentence:</p> <p>Remember the <u>tan</u> in reluctance.</p> <p>FILL IN the blank with the missing letters:</p> <p>reluc_____ce</p>	<p>reluct<u>ance</u></p>
<p>18.</p> <p>FILL IN the blank with the missing letters.</p> <p>Remember the <u>tan</u> in reluc_____ce</p>	<p>reluct<u>ance</u></p>
<p>19.</p> <p>WRITE the number of the correct spelling of this word:</p> <p>1. reluctance 2. reluctance</p>	<p>1</p>

<p>20.</p> <p>WRITE the number of the correctly spelled word in each pair below:</p> <p>1. ignorance 2. ignorence</p> <p>1. concordance 2. concordence</p> <p>1. maintenence 2. maintenance</p> <p>1. reluctence 2. reluctance</p>	<p>1</p> <p>1</p> <p>2</p> <p>2</p>
<p>21.</p> <p>LOOK AT the word: absent</p> <p>UNDERLINE the word sent in this word: absent</p> <p>Now LOOK AT this word: absence</p> <p>UNDERLINE the letters of these two words which are alike:</p> <p>absent absence</p> <p>Many people misspell absence because it is easy to forget which comes first, s or c. You avoid making this mistake by remembering that the first part of <u>absence</u> is spelled the same way as the first part of <u>absent</u>.</p> <p>This will help you remember that in "absence",</p> <p>s comes first c comes first</p>	<p><u>absent</u></p> <p><u>absent</u> <u>absence</u></p> <p>s comes first</p>

22.

READ this sentence:

He was absent and sent a note to explain his absence.

FILL IN the blank with the missing letters:

ab__en__e

a bsence

23.

FILL IN the blank with the missing letters:

He was absent and sent a note to explain his absence.

a b s e n c e

24.

WRITE the number of the correct spelling of each of these words:

1. absent
2. absant
3. abcent
4. abcant

1

1. absanse
2. absense
3. absence
4. absance

3

<p>25.</p> <p>LOOK AT the words: Preference and existence</p> <p>These words are formed by adding the ending <u>ence</u> to the root:</p> <p>prefer + ence exist + ence</p> <p>UNDERLINE the ending of:</p> <p>preference existence</p> <p>READ:</p> <p>I <u>pre</u>fer an <u>e</u> in <u>pre</u>fer<u>ence</u> and my <u>ex</u>ist<u>ence</u> depends on an <u>e</u>.</p> <p>FILL IN the blanks with the missing letters:</p> <p>prefer_ nce exist_ nce</p>	<p>preference existence</p> <p>preference existence</p>
<p>26.</p> <p>ADD endings to these words:</p> <p>prefer + ence = _____ exist + ence = _____</p>	<p>preference existence</p>
<p>27.</p> <p>WRITE the number of the correct spelling of these words:</p> <p>1. preference 2. preference</p> <p>1. existence 2. existance</p>	<p>1</p> <p>1</p>

28.

In the following frames CHECK the word that is misspelled. If all are correct, CHECK "none misspelled."

- ☐ absense
- ☐ apparently
- ☐ ignorance
- ☐ reluctance
- ☐ none misspelled

absense (should be absence)

29.

- ☐ existence
- ☐ maintanance
- ☐ preference
- ☐ reluctance
- ☐ none misspelled

maintanance (should be maintenance)

30.

- ☐ apparently
- ☐ existence
- ☐ ignorence
- ☐ reluctance
- ☐ none misspelled

ignorence (should be ignorance)

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

CONCORDANCE	<p>a state of agreement; harmony</p> <p>We were all in <u>concordance</u> with his idea to support Paxton for President.</p>
ATTENDANCE	<p>the people, or number of people present</p> <p>There was a record <u>attendance</u> at the World Series game.</p>
MAINTENANCE	<p>the upkeep of property or equipment; the act of keeping something from failure, as the <u>maintenance</u> of one's health; the carrying on of something, as the <u>maintenance</u> of peace; support or provision for, as the <u>maintenance</u> of a family</p>
IGNORANCE	<p>lack of learning, education or knowledge; unawareness</p> <p>His <u>ignorance</u> of proper manners was embarrassing to those around him.</p>
RELUCTANCE	<p>feeling or showing opposition or distaste</p> <p>His <u>reluctance</u> to go was obvious, so his parents allowed him to stay at home.</p>
ABSENCE	<p>not being present; want or lack of something</p> <p>After a long period of suffering, the patient finally reported a complete <u>absence</u> of pain.</p>
PREFERENCE	<p>the act of choosing one over others</p> <p>My <u>preference</u> is for western movies, rather than comedies.</p>
EXISTENCE	<p>reality, as opposed to appearance; life</p> <p>The <u>existence</u> of flying saucers has not been proven.</p>

MASTERY TEST

Time started _____

For each of the following words, CHECK the appropriate column to indicate whether the word is spelled correctly or whether it is misspelled.

	Spelled Correctly	Misspelled
1. absence	<input type="checkbox"/>	<input type="checkbox"/>
2. attendance	<input type="checkbox"/>	<input type="checkbox"/>
3. concordance	<input type="checkbox"/>	<input type="checkbox"/>
4. existence	<input type="checkbox"/>	<input type="checkbox"/>
5. ignorance	<input type="checkbox"/>	<input type="checkbox"/>
6. maintenance	<input type="checkbox"/>	<input type="checkbox"/>
7. preference	<input type="checkbox"/>	<input type="checkbox"/>
8. reluctance	<input type="checkbox"/>	<input type="checkbox"/>

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SUBJECT AND OBJECT PRONOUNS

LEVEL: III

UNIT: 4

LESSON: 9



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
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1.

LOOK AT these two sentences.

John hits Bill.

He hits him.

Words that are persons' names or the names of things are nouns.

Words that replace nouns are pronouns.

Which words in the above sentences are pronouns?

He, him

2.

In the list below WRITE N next to nouns and P next to pronouns.

_____ Bill

N

_____ him

P

_____ father

N

_____ he

P

_____ fireplug

N

_____ she

P

_____ they

P

_____ them

P

_____ girl

N

3.

READ these sentences and WRITE the subject of each sentence in the blank beside it. REMEMBER that some sentences have understood subjects.

He hit him. _____

He hit. _____

Hit him ! _____

He

He

You

4.

LOOK AT this sentence:

He loves.

The sentence, He loves. doesn't tell us very much.

We do not know who or what he loves.

Does he love her ?

Does he love chicken ?

Does he love baseball ?

We can't tell without more information.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

5.

The sentence, He loves her, gives us more information.

We know who the subject is: He

We also know who or what he loves. He loves her.

Her is the object of the sentence because it shows what he loves. It tells us more.

UNDERLINE the object of this sentence.

Bill and John watch the movie.

DRAW a circle around the subject.

Bill and John, movie

6.

You can find the object of a sentence by asking what the subject is doing. For example:

The United Nations gives aid to many small countries.

The subject of this sentence is the United Nations. The object of this sentence is aid. You know this when you ask the question, what does the United Nations give?

READ the following sentences. After each sentence is a question. FILL IN the blank after each question.

Welfare laws provide assistance to needy people.

What do welfare laws provide? (What is the object?) _____

assistance

A United States citizen has freedom of speech.

What does a United States citizen have? (What is the object?) _____

freedom of speech

The crowds in the cities have driven them away.

What have the crowds in the cities driven away? (What is the object?) _____

them

Give him the keys to the car.

What should you give him? (What is the object?) _____

keys

Cuba grows sugar cane for export.

What does Cuba grow? (What is the object?) _____

sugar cane

He hit it clear over the fence.

What did he hit? (What is the object?) _____

it

7.

Sometimes there is more than one object in a sentence.

All nouns and pronouns that are not subjects are objects.

READ this sentence:

I pay income tax.

What is the subject? (who pays?) _____

What is the object? (what does the subject pay?)

Switzerland is the subject of both sentences below.
All the other nouns and pronouns in these sentences
are objects. CIRCLE all the objects:

A. Switzerland pays a tariff on watches.

B. Switzerland pays a tax on them.

I

income tax

tariff

watches

tax

them

8.

REMEMBER that a sentence can have two subjects,
for example:

Mary and Sue sent out invitations.

What are the subjects of the above sentence?

What is the object of the above sentence?

Mary and Sue

invitations

9.

CIRCLE the objects in the sentences below:

Good food and fresh air brought about her recovery.

The Mayor and the Union finally signed the contract.

A truce was declared by the three warring powers.

her recovery

the contract

the three warring powers

10.

This is how to find an object in a sentence:

1. Find the subject or subjects.
2. Pick out the other nouns or pronouns in the sentence.

The nouns and pronouns that are not subjects will be objects.

UNDERLINE the objects in the sentences below.

His father gave him the car and asked him to fix it.

Mary showed Bill the map and located the house she had sold him on it.

Peter and Paul agreed to take a train to the East Coast and then to book passage on a ship crossing the Atlantic.

He asked us to treat it with care for it was the only coin of its kind.

She begged them to leave her alone and go bother their father.

him, the car, him, it

Bill, the map, the house, him, it

a train, the East Coast, passage,
a ship, the Atlantic

us, it, care, it, coin, kind

them, her, father

11.

When we use pronouns as subjects and objects, they have different forms.

STUDY the list below.

Subjects

Objects

I
you
he
she
it
we
you
they

me
you
him
her
it
us
you
them

Below is a series of sentences. The sentences are in pairs. One sentence has nouns as subjects and objects. The sentence underneath it has blanks. FILL IN the blanks with the correct pronoun. The first one is done for you.

The random movement of molecules is called heat energy.

_____ It _____ is called heat energy.

She lent her skates to Mary's brother.

She lent her skates to _____.

The Bill of Rights guarantees the right to life, liberty and the pursuit of happiness.

The Bill of Rights guarantees the right to _____.

My friends and I formed a club.

_____ formed a club.

him

them

We

12.

LOOK AT these sentences:

I love you.

You love me.

When the subject pronoun I becomes an object, it changes to the object pronoun ME.

What happens to the pronoun YOU when it moves from subject to object? _____

It doesn't change
(or equivalent response)

13.

The pronouns you and it do not change from subject to object.

UNDERLINE the sentence below that uses it as an object.

You give it to me.

It gives me a pain.

You give it to me.

14.

COMPLETE the table below:

Subjects

Objects

I

me

you

you

he

him

she

her

it

it

we

us

you

you

they

them

MAKE your own complete list of subject and object pronouns here:

Subjects

Objects

15.

Subjects

Objects

I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

The sentences below are in pairs. One sentence has nouns as subjects and objects. The sentence underneath it has blanks. FILL IN the blanks with the correct pronouns.

Mary told Jean to put the keys back in her purse, after locking the doors.

_____ told _____ to put _____ back in her purse, after locking _____.

She, her, them
them

The police asked Mrs. Brady and me to show the detective exactly where the thieves had found the hidden jewels, and Mrs. Brady began to cry.

_____ asked _____ to show _____ exactly where _____ had found _____, and _____ began to cry.

They, us, him
they, them
she

In order to build this house, Mr. Smith chopped the trees down mercilessly, and probably defaced the landscape forever.

In order to build _____, _____ chopped _____ down mercilessly, and probably defaced _____ forever.

It, he
them
it

Jim and I cried out to Tommy, "Tommy, let the baby have his toys."

_____ cried out to _____, " _____ let _____ have _____.

We, him, You,
him, them

16.

When a pronoun is used as the subject of the sentence it will always take the subject form.

Below are listed the subject pronouns. In the blanks, WRITE the matching object pronouns.

I _____
You _____
He _____
She _____
It _____
We _____
You _____
They _____

me
you
him
her
it
us
you
them

17.

As you know, sometimes the subject is not included in the sentence if the meaning is clear.

LOOK AT this sentence:

Go ahead and take Mary to the race.

The subject is you. You is an understood subject,

(You) go ahead and (you) take Mary to the race.

What kind of a word is Mary?

- ☐ noun
☐ pronoun
☐ verb

noun

<p>18.</p> <p>Go ahead and take Mary to the race.</p> <p>In the above sentence, Mary is the:</p> <p><input type="checkbox"/> subject</p> <p><input type="checkbox"/> object</p> <p>If we replace the noun Mary with a pronoun, how should the sentence be written?</p> <p><input type="checkbox"/> Take <u>she</u> to the race.</p> <p><input type="checkbox"/> Take <u>her</u> to the race.</p>	<p>object</p> <p>Take <u>her</u> to the race.</p>
<p>19.</p> <p>LOOK AT this sentence:</p> <p>Give the radio to James.</p> <p>What is the subject?</p> <p><input type="checkbox"/> (You)</p> <p><input type="checkbox"/> James</p> <p><input type="checkbox"/> radio</p> <p>Is James an object? _____</p> <p>Is radio an object? _____</p> <p>Replace <u>radio</u> and <u>James</u> with pronouns.</p> <p>Give _____ to _____.</p>	<p>(You)</p> <p>yes</p> <p>yes</p> <p><u>it</u>, <u>him</u></p>

<p>20.</p> <p>Sometimes there are understood verbs, for example:</p> <p>John is smarter than Bill.</p> <p>This sentence means:</p> <p>John is smarter than Bill <u>is</u> (smart).</p> <p>Bill is the:</p> <p><input type="checkbox"/> subject of the word <u>is</u> <input type="checkbox"/> object of the word <u>is</u></p>	<p>subject of the word <u>is</u></p>
<p>21.</p> <p>John is smarter than Bill.</p> <p>John is smarter than Bill (is).</p> <p>Bill is the <u>subject</u> of (is).</p> <p>FILL IN the blank below with the correct form of a pronoun to replace the word Bill.</p> <p>John is smarter than _____.</p>	<p>he (is)</p>
<p>22.</p> <p>LOOK AT this sentence:</p> <p>Speak more politely when James is here.</p> <p>Who is the subject? _____</p> <p>The word <u>James</u> is used as a(n):</p> <p><input type="checkbox"/> subject <input type="checkbox"/> object</p> <p>REPLACE the word <u>James</u> with the correct pronoun.</p> <p>Speak more politely when _____ is here.</p>	<p>You</p> <p>subject</p> <p>he</p>

<p>23.</p> <p>LOOK AT this sentence:</p> <p>Give the truck to Dick.</p> <p>REPLACE the two nouns with pronouns.</p> <p>Give _____ to _____.</p>	<p>it, him</p>
<p>24.</p> <p>A. Give the coat to Jill.</p> <p>B. You are not as cold as Jill.</p> <p><u>Jill</u> occurs in both the sentences above.</p> <p>In sentence A Jill is the:</p> <p><input type="checkbox"/> subject of the verb <u>give</u></p> <p><input type="checkbox"/> object of the verb <u>give</u></p> <p>In sentence B Jill is the:</p> <p><input type="checkbox"/> subject of the verb <u>are</u></p> <p><input type="checkbox"/> object of the verb <u>are</u></p> <p><input type="checkbox"/> subject of the understood verb <u>is</u></p> <p><input type="checkbox"/> object of the understood verb <u>is</u></p> <p>REPLACE the nouns in the sentences above with the correct pronouns.</p> <p>Give _____ to _____.</p> <p>You are not as cold as _____.</p>	<p>object of the verb <u>give</u></p> <p>subject of the understood verb <u>is</u></p> <p>it, her</p> <p>she</p>

25.

In the blanks below, WRITE in the list of subject and object pronouns.

Subject

Object

I

me

you

you

he

him

she

her

it

it

we

us

you

you

they

them

26.

In the following sentences REPLACE the word in parenthesis by the correct pronoun.

John's sister is younger than _____ (John).

Let _____ (Rover) out for a walk, Bob.

_____ (James) is chosen for _____ (the team).

Eat Peter's ice cream if _____ (Peter) doesn't want any.

Why do _____ (the Browns) eat _____ (snake oil)?

Don't show your hand to _____ (Peter and James).

he

him

He, it

he

they, it

them

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

DEFINITION OF A PRONOUN

Words that are persons' names or the names of things are nouns. Words that replace nouns are pronouns.

Examples: John hits Bill. (Underlined words are nouns)
He hits him. (Underlined words are pronouns)

SUBJECT AND OBJECT OF A SENTENCE

In the sentence, He loves., He is the SUBJECT. From this sentence we do not know what he loves. Does he love her? Does he love chicken? Does he love baseball?

In the sentence, He loves her, her is the OBJECT of the sentence because it shows what he loves. This sentence tells us more than the first.

THE OBJECT OF A SENTENCE IS THE ANSWER TO A QUESTION

You can find the object of a sentence by asking what the subject is doing.

Example: The United Nations gives aid to many small countries.

The subject of this sentence is the United Nations. Ask yourself the question: What does the United Nations give? The answer is: aid. The object of the sentence is aid.

HOW TO FIND THE OBJECT OR OBJECTS IN A SENTENCE

A sentence can have more than one subject and more than one object.

Example: Mary and Sue bought a book and a baseball.

Mary and Sue are the subjects; book and baseball are objects. In order to find the object or objects of a sentence,

1. Find the subject or subjects
2. Pick out the other nouns or pronouns in the sentence.

The nouns and pronouns that are not subjects will be objects.

Example: His father and mother gave him the car and asked him to fix it.

All the nouns and pronouns are underlined. Father and mother are the subjects. The other nouns and pronouns are all objects of the sentence.

SUBJECT PRONOUNS AND OBJECT PRONOUNS

When we use pronouns as subjects and objects, they have different forms. Here is the list of forms:

Subjects

I
you
he
she
it
we
you
they

Objects

me
you
him
her
it
us
you
them

Note that the pronouns you and it do not change from subject to object.

Examples: I love you. (You is the object)
You love me. (You is the subject)
You give it to me. (It is the object)
It gives me a pain. (It is the subject)

UNDERSTOOD SUBJECT

Sometimes the subject is not included in the sentence if the meaning is clear.

Example: Go ahead and take Mary to the race.

The understood subject is you.

(You) go ahead and (you) take Mary to the race.

UNDERSTOOD VERB

Sometimes the verb is not included in the sentence if the meaning is clear.

Example: John is smarter than Bill.

The understood verb is is.

John is smarter than Bill (is).

This sentence means, John is smarter than Bill (is smart).

SUBJECT OF AN UNDERSTOOD VERB

In the sentence, You are not as cold as Jill., the understood verb is is. You are not as cold as Jill (is).

In this sentence Jill is the SUBJECT of the understood verb, is.

When we replace the word Jill in this sentence with a pronoun, we must use the SUBJECT PRONOUN.

Examples: You are not as cold as she.
not, You are not as cold as her.

OWNERSHIP WORDS

An ownership word tells you to whom something belongs. It answers the question: "Whose is this?" In the examples below the ownership words are underlined.

Examples: Bill is using his car to drive to the beach.
(answers the question: Whose car?)
The telephone is mine.
(answers the question: Whose telephone?)

TWO KINDS OF OWNERSHIP WORDS

Ownership words can be either adjectives (description words) or pronouns (words that replace nouns).

Examples: That is her hat. (Her is an adjective)
That is hers. (Hers is a pronoun)

POSSESSIVE ADJECTIVES

Possessive adjectives, like all adjectives, describe or modify nouns or pronouns. Therefore, they are always used with another word.

Examples: I saw his motorcycle.
Norman wants to see my paintings.

POSSESSIVE PRONOUNS

Possessive pronouns are always used in place of a noun. They don't modify another word.

Examples: The bicycle is Mary's. (Mary's is a possessive noun)
The bicycle is hers. (hers is a possessive pronoun)

POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

Here is a table of possessive adjectives and possessive pronouns. On the left are the subject pronouns to which they correspond.

<u>Pronoun</u>	<u>Possessive Adjective</u>	<u>Possessive Pronoun</u>
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

Note: Its and his are the same as possessive adjectives and possessive pronouns. The only possessive pronoun that does not end in the letter s is mine.

SINGULAR AND PLURAL SUBJECTS

To know which possessive adjective to use in a certain sentence you must know if the SUBJECT of the sentence is SINGULAR (one) or PLURAL (many). If a subject is singular, you use a singular ownership word. If a subject is plural, you use a plural ownership word.

Examples: He gave me his last dollar. (Singular)
They gave me their word. (Plural)

TRICKY SUBJECTS

Sometimes it is tricky to find out whether the subject is singular or plural. Here is a list of tricky subjects.

<u>Singular subjects</u>	<u>Plural subjects</u>
each	all
every	several
neither	some
none	many
one	few

Examples: None of the children knew his name.
but, Some of the boys brought their older brothers.

THE WORD OWN

The word own is used after an adjective of ownership when the speaker wants to strengthen or make clear that he is talking about something that belongs to him and not to someone else. If it's obvious that a certain thing belongs to a certain person, you don't have to use the word own to make it clear.

Examples:
not,

Take my hand.
Take my own hand. (How could my hand belong to anybody but me?)

Note: The word own is never used with a possessive adjective when referring to parts of the body.

SELF-PRONOUNS

A self-pronoun is used to emphasize that the SUBJECT of a sentence performs an action.

Example: Little Jack tied his shoes himself.

SINGULAR AND PLURAL SELF-PRONOUNS

Singular self-pronouns are used with singular subjects.

Example: I want to do it myself.

Plural self-pronouns are used with plural subjects.

Example: We launched the boat ourselves.

SELF-PRONOUNS

Singular

myself
yourself
himself
herself
itself }

Plural

ourselves
yourselves

themselves

Note: Singular self-pronouns end in self.
Plural self-pronouns end in selves.

MASTERY TEST

Time started _____

PART I

In the sentences below, the pronouns are underlined. CHECK only the sentences containing pronouns that are not correct.

1. ☐ Give John the book I got for him.
2. ☐ She said to give it to myself.
3. ☐ Him is the one I showed you.
4. ☐ Tell her you love her.
5. ☐ Peter is taller than me.
6. ☐ Allen gave us the directions.
7. ☐ Them are the ones he bought.
8. ☐ Tell we how you plan to get there.
9. ☐ I ran to see them.
10. ☐ He wished to go with you and I.

PART II

COMPLETE each of the following sentences by CHECKING the correct choice:

11. John gave Allen the key and _____ got into the car.
 - a. ☐ them
 - b. ☐ they
12. Allen started the motor and asked _____ how to start the car.
 - a. ☐ he
 - b. ☐ him
13. "Don't ask _____," John replied.
 - a. ☐ I
 - b. ☐ me

4. _____ and _____ were trying to be smart.

a. ☐ he

b. ☐ him

a. ☐ I

b. ☐ me

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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PM 431 - 103

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

POSSESSIVE AND REFLEXIVE PRONOUNS

LEVEL: III

UNIT: 4

LESSON: 10



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

202

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1965

203

1.

You know that different kinds of words perform different jobs in the English language. Some words name persons or things, some take the place of names and some show action. This lesson will teach you about words that show possession or ownership of things.

My, our, their, yours, ours, and theirs are all words that show who owns something. When you're asked who owns something you may use one of these words to indicate ownership.

FILL IN the blank.

Words such as my, our, theirs, and yours show who _____ something.

owns or possesses

2.

Ownership words can be either adjectives (description words) or pronouns (words that replace nouns). These underlined words in these sentences are adjectives:

That is her hat.

Where is his suitcase?

That is my sandwich!

Where is their car?

It is our good luck.

The baby has many toys, but the train is its favorite.

The underlined words in these sentences are pronouns:

That is hers.

Where is his?

Where is theirs?

It is ours.

If a word is an ownership word, it tells you to whom something belongs. It answers the question: "Whose is this?"

UNDERLINE the ownership words in the sentences below:

Bill is using his car to drive to the beach.

his

It is not all mine; maybe you shouldn't use it.

mine

Barbara is holding her place in line.

her

The telephone is his.

his

We own the house; it is ours.

ours

FILL IN the blank:

The two kinds of ownership words are _____ and _____.

adjectives
pronouns (any order)

3.

Adjectives that show ownership, like other adjectives, describe or modify nouns or pronouns. Thus, they always are used with another word, such as in his hat, our games, and my house.

UNDERLINE the possessive adjectives that show ownership in the sentences below.

We went to her father's cabin.

I saw his motorcycle; it's a zippy one .

Do you want your drink ?

Norman wants to see my paintings.

FILL IN the blanks:

Possessive adjectives always _____
_____ or _____

her

his

your

my

modify (or describe)
nouns pronouns

4.

Pronouns that show ownership (or possession) are always used in place of a noun. LOOK AT these sentences.

The bicycle is Mary's.

The bicycle is hers.

Mary's is a possessive noun. Hers is a possessive pronoun that replaces the noun.

CHECK the sentence that uses a possessive pronoun.

- ☐ The tractor is his.
- ☐ Where is Charlie's hat?
- ☐ Where is his hat?

The tractor . . .

Where is his . . .

5.

A possessive pronoun replaces a noun. READ over this list of possessive pronouns:

mine	ours
yours	yours
his	theirs
hers	
its	

UNDERLINE the possessive pronouns below:

The cup is mine.

Why do you say the coat is not yours?

It is theirs.

The office is ours.

It is mine, not hers.

mine

yours

theirs

ours

mine hers

6.

Possessive adjectives are always used to modify a noun (or pronoun). Possessive pronouns take the place of a noun or pronoun. They don't modify any other words.

UNDERLINE the possessive adjectives and CIRCLE the possessive pronouns in these sentences:

Although I knew it was hers, she thought it was mine.

hers
mine

This house is yours.

yours

Let me take you to our doctor.

our

That's his.

his

Help yourself to what is yours.

yours

My time is your time and your time is mine.

my your your mine

Let us have a look at theirs.

theirs

FILL IN the blanks:

Possessive adjectives such as your, her, and their are always used to _____ nouns or pronouns.

modify

Possessive pronouns such as yours, hers, and theirs _____ of a noun or pronoun; they _____ (do/do not) modify another word.

take the place (or replace)
do not

7.

Here is a table of possessive adjectives and possessive pronouns. (On the left are the subject pronouns to which they correspond.)

Pronoun	Possessive Adjective	Possessive Pronoun
(I)	my	mine
(you)	your	yours
(he)	his	his
(she)	her	hers
(it)	its	its
(we)	our	ours
(you)	your	yours
(they)	their	theirs

Which words are the same as possessive adjectives and possessive pronouns? _____

his, its

Most possessive pronouns differ from the corresponding adjective because they add the letter _____ at the end.

s

Which is the only possessive pronoun that does not end with this letter? _____

mine

8.

Here is a table of possessive adjectives and possessive pronouns. (On the left are the subject pronouns to which they correspond.)

Pronoun	Possessive Adjective	Possessive Pronoun
(I)	my	mine
(you)	your	yours
(he)	his	his
(she)	her	hers
(it)	its	its
(we)	our	ours
(you)	your	yours
(they)	their	theirs

Before each sentence below is a pronoun in parenthesis.

FILL IN the blank with the correct possessive form. Be careful to discriminate adjectives from pronouns.

(The first is done for you).

(I)	What is <u>mine</u> is not yours.	mine
(she)	She put _____ hand into the dishwater.	her
(they)	There is no denying it: the bail is _____	theirs
(you)	It was my idea, not _____	yours
(we)	_____ plan was to steal his gun.	our
(it)	Will we be able to remove _____ bullets?	its
(they)	Here are _____ footprints.	their

9.

In each of the following sentences, CIRCLE the correct form in the parentheses.

This seat is (my, mine).

mine

Let me see (her, hers) work.

her

The boys hid (their, theirs) loot.

their

The victory is (our, ours)!

ours

Peter and Jim, are these (your, yours) lockers?

your

It is (their, theirs); I didn't make it.

theirs

Even though she left (her, hers) in the car, it wasn't spoiled.

hers

I was glad to get invited to (their, theirs) party.

their

10.

To know which possessive adjective to use in a certain sentence, you must know if the SUBJECT of the sentence is SINGULAR (one) or PLURAL (more than one). If a subject is singular, you use a singular ownership word such as my, his, her, or its. If a subject is plural, you use a plural ownership word, such as our, or their.

Sometimes it is tricky, however, to find out whether the subject is singular or plural. Here's a list of those tricky subjects--you'd do best to MEMORIZE it:

Singular Subjects

each
every
neither
none
one

Plural Subjects

all
several
some
many
few

WRITE an S or a P next to each of these subjects to show if they're singular or plural:

many _____

P

all _____

P

none _____

S

each _____

S

several _____

P

11.

Singular Subjects

Plural Subjects

each
every
neither
none
one

all
several
some
many
few

FILL IN the blanks in these sentences:

None of the children knew _____ name.

his or her

Neither of them was wearing _____ hat.

his or her

Several had brought _____ flashlights.

their

Some of the boys brought _____
older brothers.

their

Each of us knew _____ serial number.

his or her

Many of them had _____ rifles at
ready.

their

12.

In each of the following sentences, CIRCLE the
correct form in the parentheses.

Neither of them kept (his, their) appointment.

his

Every soldier has (his, their) feet inspected.

his

Some speeders lose (his, their) licenses.

their

Each actor performed (his, their) part well.

his

Several of the tourists interrupted (his, their) trip.

their

None of them removed (his, their) hat.

his

13.

READ these sentences:

Go to your room!

Go to your own room!

In the second sentence the word own is not needed, but is used to strengthen or emphasize what the sentence says.

In the sentence below, UNDERLINE the ownership words and CIRCLE the word that makes the sentence stronger.

This is my own book, not his.

my own his

14.

The word own is used after an adjective of ownership and only when the speaker wants to strengthen or make clear that he is talking about a particular thing that belongs to him, and not any other. If it's obvious that a certain thing belongs to a certain person, you certainly don't need the word own to strengthen it! For example, if someone is talking about his foot, or any other part of his body, there is no need to use the word own -- how could it belong to anyone else?

CHECK those sentences in which the word own should be taken out:

- ☐ Take my own hand.
- ☐ Follow your own advice.
- ☐ This is written on her own stationery.
- ☐ He washed his own face.

Take my . . .

He washed his . . .

15.

In each of the following sentences, CIRCLE the correct form in the parentheses.

She took (our, our own) mail to the post office.

our

Please watch (your, your own) step .

your

Every man is (his, his own) best friend.

his own

When I don't have mine, I use (hers, her own).

hers

No thank you, I have (mine, my own).

my own

I have enough of (my, my own) problems.

my own

FILL IN the blank:

The word own _____ (should/ should not) should not be used with an adjective ownership word when referring to parts of the body.

16.

This frame will introduce you to another form of pronoun. A self-pronoun, such as himself, is used to emphasize that the SUBJECT of a sentence performs an action.

READ this sentence:

Little Jack tied his shoes himself.

You know that Jack tied his shoes, but the word himself emphasizes that fact.

CHECK the sentence that uses a self-pronoun:

- ☐ We never finished our table.
- ☐ They washed their clothes.
- ☐ He was able to repair the car himself.

He was able . . .

17.

Self-pronouns always end with either self-or selves. For example, himself, yourself, and yourselves.

UNDERLINE the self-pronouns in these sentences:

You, yourself, will have to do it.

yourself

I could barely tear myself away.

myself

He picked himself up and dusted off his suit.

himself

They must learn to help themselves.

themselves

We saw it ourselves.

ourselves

FILL IN the blanks:

Self-pronouns always end with either _____
or _____.

self
selves

18.

Here is a list of self-pronouns:

<u>Singular</u>	<u>Plural</u>
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

Singular self-pronouns are used with singular subjects ;
plural self-pronouns are used with plural subjects.

CIRCLE the singular self-pronouns in these sentences;
UNDERLINE the singular subject with which it is used:

I want to do it myself.

The engine will start itself when the switch closes.

Bob worked himself too hard.

I myself

engine itself

Bob himself

19.

<u>Singular</u>	<u>Plural</u>
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

CIRCLE the plural self-pronouns in these sentences;
UNDERLINE the plural subject with which it is used.

They want to do it themselves.

We launched the boat ourselves.

Did you do it yourselves ?

They themselves

We ourselves

you yourselves

FILL IN the blanks:

Singular self-pronouns are used with _____
adjectives.

Plural self-pronouns are used with _____
subjects.

singular

plural

20.

WRITE the correct one in each sentence below:

Singular Self-Pronouns

myself
yourself
himself
itself

I need it _____.

Bob doesn't need your help; he will do it
_____.

The fishing lure tangled _____ up in
the line.

Can you do it _____ ?

myself

himself

itself

yourself

21.

WRITE the correct one in each sentence below:

Plural Self-Pronouns

ourselves
yourselves
themselves

Our plan is to do the painting _____.

The team of doctors will perform the operation
_____.

You will all plow the soil _____.

ourselves

themselves

yourselves

22.

CHECK the sentences below which are WRONG because they use incorrect self-pronouns:

- ☐ Johnny did it himself.
- ☐ They were sure she did the dress herself.
- ☐ They needed to plant the bushes themselves.
- ☐ We walked down to meet him ourselves.
- ☐ She learned quickly by herself.
- ☐ It's important that you know how to turn it on yourself.
- ☐ I walked there myself.
- ☐ They cooked the soup themselves.

They needed . . .

She learned quickly . . .

I walked there. . .

They cooked the . . .

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOREGOING LESSON , TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

MASTERY TEST

Time started _____

PART I

In the sentences below, the pronouns are underlined. CHECK only the sentence containing pronouns that are not used correctly:

1. ☐ But Jack, you yourselves said it was okay.
2. ☐ Mary washes itself in the stream every morning.
3. ☐ We'll do it ourselves.
4. ☐ I, myself, have no idea.
5. ☐ Help yourself, boys.
6. ☐ Tom and Bill put himself out of the running.
7. ☐ Max bought himselves a motorcycle.
8. ☐ Why don't you tell him yourself?
9. ☐ Ellen, you herself will have to be there.
10. ☐ Saul, don't do that ourself.

PART II

In each of the following sentences, CHECK the correct form of the pronoun:

11. Is that book _____?
 - a. ☐ mine
 - b. ☐ my
12. Give me _____ hand.
 - a. ☐ your
 - b. ☐ your own

13. The mechanic showed me _____ scar.

- a. ☐ his
- b. ☐ himself's

14. If you want this, it's _____.

- a. ☐ yours
- b. ☐ yourn

15. We'll go _____ own way.

- a. ☐ our
- b. ☐ ourn
- c. ☐ ours

16. Peter and Karen gave us _____ permission.

- a. ☐ their
- b. ☐ theirs

17. Tony wants _____ book back.

- a. ☐ him's
- b. ☐ his
- c. ☐ his'n

18. Every one of them did _____ best.

- a. ☐ his
- b. ☐ their

19. Each of the boys had _____ book with them.

a. ☐ his

b. ☐ their

20. Several of the men wanted _____ coats.

a. ☐ his

b. ☐ their

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE
THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT
UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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PM 431-104

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

POSSESSIVE AND PLURAL NOUNS

LEVEL: III

UNIT: 4

LESSON: 11



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

224

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

<p>1.</p> <p>PREVIEW FRAME</p> <p>In a previous lesson, you learned about the possessive form of pronouns -- for example, <u>my</u> pen, <u>his</u> table, <u>their</u> song.</p> <p>In this lesson, you will learn about the possessive form of nouns.</p> <p>NO RESPONSE REQUIRED</p>	<p>GO ON TO THE NEXT FRAME</p>
<p>2.</p> <p>The pets of the children ran around the yard.</p> <p>You can tell from the above sentence that the pets belong to the children. The words "pets" and "children" are both nouns.</p> <p>The phrase "of the" often tells you when one noun belongs to another.</p> <p>In which of the following sentences does one noun belong to another?</p> <ul style="list-style-type: none"> <input type="checkbox"/> The dog played in the yard. <input type="checkbox"/> The house of the dog is in the yard. <input type="checkbox"/> The lion growled. <input type="checkbox"/> The paw of the lion hurt. 	<p>The house of the dog</p> <p>The paw of the lion hurt.</p>

3.

Often, the phrase "of the" shows that a particular noun belongs to another noun or one thing owns or possesses another.

"The wisdom of the teacher" means that the teacher possesses wisdom.

"The mother of the boy" means that the boy possesses a mother.

LOOK at the underlined noun in each of the following sentences. CHECK the sentences where the underlined noun possesses something.

- ☐ That animal lived in the zoo.
- ☐ The cage of the animals was dirty.
- ☐ The girl needed a new dress.
- ☐ The dress of the girl was new.
- ☐ The child got a present.
- ☐ The father of the child gave him a present.

The cage of the animals was dirty.

The dress of the girl was new.

The father of the child gave . . .

4.

The phrase "of the" is one way to show possession of one noun by another.

Another way to show possession is by using a special punctuation mark called the apostrophe. The apostrophe looks like this: '

You could say "the book of Mary" or "Mary's book."

In both cases, you know that the noun "book" belongs to "Mary."

Which of the following use the special punctuation called an apostrophe to show that one noun belongs to another.

- ☐ Peter's pen
- ☐ the pen of Peter
- ☐ the book of Thomas
- ☐ Thomas's book

Peter's pen

Thomas's book

<p>5.</p> <p>A noun plus an apostrophe, as in "Mary's book" tells you that "<u>Mary's</u>" is the <u>possessive form</u> of "Mary."</p> <p>CHECK the sentences below where the underlined word is <u>possessive</u>:</p> <p><input type="checkbox"/> That is <u>John's</u> basketball.</p> <p><input type="checkbox"/> That is the basketball of <u>John</u>.</p> <p><input type="checkbox"/> <u>John</u> likes basketball.</p> <p><input type="checkbox"/> The <u>baby</u> cried.</p> <p><input type="checkbox"/> The <u>baby's</u> mother pushed the carriage.</p> <p><input type="checkbox"/> The mother of the <u>baby</u> pushed the carriage.</p>	<p>That is John's basketball.</p> <p>The baby's mother pushed . . .</p>
<p>6.</p> <p>The possessive form is generally used for nouns that represent <u>living</u> things. For example, you may use the possessive form for people or animals:</p> <p>the dog's leash</p> <p>John's suit</p> <p>The possessive form should <u>not</u> be used for things:</p> <p>the leg of the table, not the table's leg</p> <p>Which of the following nouns would you be likely to see in their possessive forms?</p> <p><input type="checkbox"/> Anne</p> <p><input type="checkbox"/> boy</p> <p><input type="checkbox"/> chair</p> <p><input type="checkbox"/> house</p> <p><input type="checkbox"/> men</p> <p><input type="checkbox"/> wind</p>	<p>Anne</p> <p>boy</p> <p>men</p>

7.

Generally, the phrase "of the" is used for non-living things. Which is correct?

- ☐ The back of the chair.
- ☐ The chair's back.

However, there are two types of non-living things for which the possessive form is generally used. They are time and money.

Nouns that represent time or money are used in their possessive form. You would say a "day's vacation," or "an hour's work."

Which of the following nouns would you be likely to see in their possessive forms?

- ☐ baby
- ☐ book
- ☐ Charles
- ☐ dollar
- ☐ minute
- ☐ rug
- ☐ woman

The back of the chair.

baby

Charles
dollar
minute

woman

8.

The hat of David is on the rack.

David's hat is on the rack.

Both of the above sentences express the relationship we call possession.

In each sentence,

what is possessed? _____

who possesses it? _____

Which sentence uses the possessive form of a noun?

- ☐ The hat of David is on the rack.
- ☐ David's hat is on the rack.

the hat

David

David's hat is on the rack.

<p>9.</p> <p>To decide whether a noun should be in its possessive form, you must decide if something belongs to that noun. Often you can do this by substituting the phrase "of the" for the possessive form.</p> <p>CHANGE the following possessive forms back to "_____ of the _____." The first one is done for you.</p> <p>the <u>children's</u> mother the mother of the children</p> <p>the dog's house _____ of the _____</p> <p>the three-year-old's mitten _____ of the _____</p> <p>the boy's dog _____ of the _____</p>	<p>the house of the dog</p> <p>the mitten of the three-year-old</p> <p>the dog of the boy</p>
<p>10.</p> <p>The possessive form of a noun may not be used unless something belongs to that noun.</p> <p>It is incorrect to punctuate with an apostrophe when a noun does not own something.</p> <p>Which of the following sentences are incorrect because they contain possessive forms of nouns where there is no possessive relationship?</p> <p><input type="checkbox"/> John's asked for lunch money.</p> <p><input type="checkbox"/> John's lunch money was lost.</p> <p><input type="checkbox"/> The children's yard was behind the house.</p> <p><input type="checkbox"/> The children played in the yard.</p>	<p>John's asked for lunch money.</p>

<p>11.</p> <p>Which of the following sentences are NOT correct because they use the possessive form of a noun where there is NO possessive relationship.</p> <p><input type="checkbox"/> <u>John's</u> books were interesting.</p> <p><input type="checkbox"/> <u>John's</u> liked to read the book.</p> <p><input type="checkbox"/> The <u>three-year-old's</u> mitten was lost.</p> <p><input type="checkbox"/> The <u>three-year-old's</u> lost a pair of mittens.</p> <p><input type="checkbox"/> The <u>kangaroo's</u> jumping was funny.</p> <p><input type="checkbox"/> <u>Kangaroo's</u> jump around a lot.</p>	<p>John's liked to read the book.</p> <p>The three-year-old's lost</p> <p>Kangaroo's jump around a lot.</p>
<p>12.</p> <p>LOOK at the underlined word(s) in each of the following sentences.</p> <p>CHECK those sentences where the possessive form of the underlined word can NOT be used:</p> <p><input type="checkbox"/> <u>John's</u> pen ran out of ink.</p> <p><input type="checkbox"/> That is the <u>teacher's</u> desk.</p> <p><input type="checkbox"/> The <u>dog</u> was on a long leash.</p> <p><input type="checkbox"/> The <u>dog's</u> leash was very long.</p> <p><input type="checkbox"/> He ate his lunch in an <u>hour's</u> time.</p> <p><input type="checkbox"/> You cannot buy very much with one <u>dollar's</u>.</p> <p><input type="checkbox"/> His <u>sist-r's</u> crying upset him.</p> <p><input type="checkbox"/> His <u>friends'</u> and <u>neighbors'</u> were all very kind.</p>	<p>The dog was on a long leash.</p> <p>You cannot buy very much with. . .</p> <p>His friends' and</p>
<p>13.</p> <p>PREVIEW FRAME</p> <p>You now know when you may not use the possessive form.</p> <p>In the next part of the lesson, you will learn <u>how</u> to use the possessive form correctly.</p> <p>NO RESPONSE REQUIRED</p>	<p>GO ON TO THE NEXT FRAME</p>

14.

To make the possessive form of a singular noun, you add an apostrophe plus the letter s ('s).

MAKE the possessive form of the following singular nouns. The first one is done for you.

child child's

cat _____

Bill _____

cowboy _____

Anne _____

class _____

father _____

cat's

Bill's

cowboy's

Anne's

class's

father's

15.

To make the possessive form of a plural noun that ends in "s," you add only an apostrophe(').

MAKE the possessive form of the following plural nouns ending in s. The first one is done for you.

dogs dogs'

cats _____

animals _____

boys _____

families _____

mothers _____

uncles _____

cats'

animals'

boys'

families'

mothers'

uncles'

16.

To make the possessive form of a plural noun that does not end in s, you add an apostrophe plus s ('s).

MAKE the possessive forms of the following plural nouns that do not end in "s." The first one is done for you.

men men's

women _____

children _____

deer _____

mice _____

women's

children's

deer's

mice's

17.

You make the possessive form of a singular noun by adding an apostrophe plus s ('s).

For example,

boy boy's

You make the possessive form of a plural noun that ends in s by adding only an apostrophe (').

boys boys'

You make the possessive form of a plural noun that does not end in s by adding apostrophe plus s ('s).

men men's

CHECK the sentences that are correct:

- ☐ The bee landed on the childs' back.
- ☐ The men's clothing store was closed.
- ☐ The three boys raced to the Boys' Club.
- ☐ Where is the womens' hat department?

The men's clothing store was closed.
The three boys

<p>18.</p> <p>Most plural nouns end in <u>s</u>.</p> <p>For example, animals, boys, girls.</p> <p>Therefore, you will most often make the possessive form of a plural noun by adding:</p> <p><input type="checkbox"/> 's <input type="checkbox"/> only an apostrophe</p>	<p>only an apostrophe</p>
<p>19.</p> <p>Some words can be added together to make one word. For example:</p> <p>mother-in-law ten-year-old</p> <p>With words like these, it is important to understand how to form the plural and the possessive.</p> <p>To form the possessive, you simply add an 's.</p> <p>WRITE the possessive form of these words:</p> <p>brother-in-law _____ five-year-old _____</p>	<p>brother-in-law's five-year-old's</p>
<p>20.</p> <p>When words are added together to make one word, there must be hyphens linking all the words together.</p> <p>Correct: ten-year-old</p> <p>Incorrect: ten-year old</p> <p>FILL IN the missing hyphens (-) in these words.</p> <p>My <u>brother in law</u> is home.</p> <p>He showed me a <u>brighter than-new</u> penny.</p>	<p>brother-in-law brighter-than-new</p>

21.

CHECK the sentences that punctuate the underlined words incorrectly.

- ☐ The cat scratched its master's father-in law.
- ☐ The four year old ran away from home.
- ☐ My mother-in-law is a dear.
- ☐ It was a fifty two-week contract.

The cat scratched

The four year old

It was a fifty two-week

22.

Nouns containing hyphens take the possessive form just like any other noun.

For example,

ten-year-old

ten-year-old's

FORM the possessive of the following hyphenated nouns.

mother-in-law _____

mothers-in-law _____

twenty-year-old _____

mother-in-law's

mothers-in-law's

twenty-year-old's

23.

To make its possessive form if it is a singular noun,
add 's.

To make its possessive form if it is a plural noun ending
in s, add only an '.

To make its possessive form if it is a plural noun that
does not end in s, add 's.

First, DETERMINE whether a noun is singular or plural.

MAKE the possessive form of the following words:

men _____

babies _____

brother-in-law _____

geese _____

Dan _____

brothers _____

baby _____

men's

babies'

brother-in-law's

geese's

Dan's

brothers'

baby's

24.

MAKE the possessive form of the following words. (You are told whether the word is singular or plural after each word.)

Bess (singular)

Bess's

Bob (singular)

Bob's

days (plural)

days'

children (plural)

children's

friend (singular)

friend's

ten-year-old (singular)

ten-year-old's

girls (plural)

girls'

giraffes (plural)

giraffes'

scout (singular)

scout's

women (plural)

women's

father-in-law (singular)

father-in-law's

25.

MAKE the possessive form of the following nouns:

soldier	_____	soldier's
boys	_____	boys'
doll	_____	doll's
dollar	_____	dollar's
men	_____	men's
Peter	_____	Peter's
ladies	_____	ladies'
children	_____	children's
year	_____	year's
years	_____	years'

26.

You can always tell if the possessive form of a word is correctly punctuated.

First determine if the word is singular or plural.

If the word is singular, its possessive form is:

- ☐ apostrophe only (')
- ☐ apostrophe plus s ('s)

If the word is a plural that ends in s, its possessive form is:

- ☐ apostrophe only (')
- ☐ apostrophe plus s ('s)

apostrophe plus s ('s)

apostrophe only (')

27

Which of the following possessives are formed correctly?

- ☐ boy (singular) boy's
- ☐ girl (singular) girls'
- ☐ dollar (singular) dollar's
- ☐ dollars (plural) dollars's
- ☐ dollars (plural) dollars'
- ☐ goose (singular) geese's
- ☐ geese (plural) geese's
- ☐ James (singular) Jame's
- ☐ dime (singular) dimes'
- ☐ hours (plural) hour's
- ☐ years (plural) years'

boy (singular) boy's
 dollar (singular) dollar's
 dollars (plural) dollars'
 geese (plural) geese's
 years (plural) years'

28.

Which of the following possessives are formed correctly?

- ☐ men → men's
- ☐ captain → captain's
- ☐ Arlene → Arlenes'
- ☐ Alfred → Alfred's
- ☐ gentlemen → gentlemens'
- ☐ dolls → dolls'
- ☐ monkeys → monkeys's
- ☐ peoples → peoples'

men men's
 captain captain's
 Alfred Alfred's
 dolls dolls'
 peoples peoples'

29.

CHECK the correct form of the possessive for each sentence below:

On Tuesday night, the:

- ☐ men's club met
- ☐ mens' club met
- ☐ mens club met

That tiny box is the:

- ☐ mices' cage
- ☐ mice's cage
- ☐ mices's cage

Alfred is:

- ☐ Johns' friend
- ☐ John's friend
- ☐ Johns friend

That part of the store contains:

- ☐ ladies handbags
- ☐ ladies's handbags
- ☐ ladies' handbags

He did the job in one:

- ☐ hour time
- ☐ hour's time
- ☐ hours' time

men's club met

mice's cage

John's friend

ladies' handbags

hour's time

30.

PREVIEW FRAME

You now know when to use the possessive form of a noun. You also know how to use the correct possessive form of singular and plural nouns.

The following part of the lesson will give you practice deciding where the relationship of possession exists and, when it does, and in choosing the correct possessive form of a noun.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

31.

The Smiths took a week's vacation in Canada.

The underlined word is a singular noun that:

- ☐ should be written in its possessive form
- ☐ should not be written in its possessive form

should be written . . .

The underlined word should be written:

- ☐ week
- ☐ weeks
- ☐ weeks'
- ☐ week's (as it appears above)

week's

Is the sentence correctly punctuated?

- ☐ yes
☐ no

yes

32.

The mens' section of the store was crowded.

The underlined word is a plural noun that:

- ☐ should be written in its possessive form
☐ should not be written in its possessive form

should be written . . .

The underlined word should be written:

- ☐ mens
- ☐ mens's
- ☐ men's
- ☐ mens' (as it appears above)

men's

Is the sentence punctuated correctly?

- ☐ yes
☐ no

no

33.

The elephants cage was very large.

The underlined word is a singular noun that:

- ☐ should be written in its possessive form
- ☐ should not be written in its possessive form

The underlined word should be written:

- ☐ elephants's
- ☐ elephant's
- ☐ elephants'
- ☐ elephants (as it appears above)

Is the sentence punctuated correctly?

- ☐ yes
- ☐ no

should be written . . .

elephant's

no

34.

The four dogs' houses were all painted yellow.

The underlined word is a plural noun that:

- ☐ should be written in its possessive form
- ☐ should not be written in its possessive form

The underlined word should be written:

- ☐ dogs
- ☐ dogs's
- ☐ dog's
- ☐ dogs' (as it appears above)

should be written . . .

dogs'

<p>35.</p> <p>One <u>days</u> pay is not much money.</p> <p>The underlined word is a singular noun that:</p> <p><input type="checkbox"/> should be written in its possessive form <input type="checkbox"/> should not be written in its possessive form</p> <p>The underlined word should be written:</p> <p><input type="checkbox"/> day's <input type="checkbox"/> days' <input type="checkbox"/> days's <input type="checkbox"/> days (as it appears above)</p> <p>Is the sentence correctly punctuated?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>should be written . . .</p> <p>day's</p> <p>no</p>
<p>36.</p> <p>Many people live in <u>houses</u>'.</p> <p>The underlined word is a plural noun that:</p> <p><input type="checkbox"/> should be written in its possessive form <input type="checkbox"/> should not be written in its possessive form</p> <p>The underlined word should be written:</p> <p><input type="checkbox"/> house <input type="checkbox"/> house's <input type="checkbox"/> houses <input type="checkbox"/> houses' (as it appears above)</p> <p>Is the sentence punctuated correctly?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>should not be written in its . . .</p> <p>houses</p> <p>no</p>

37.

The two-year-old's toys were always broken.

The underlined word is a singular noun that:

- ☐ should be written in its possessive form
- ☐ should not be written in its possessive form

should be written . . .

The underlined word should be written:

- ☐ two-year's-old
- ☐ two-year-olds
- ☐ two-year-olds'
- ☐ two-year-old's (as it appears above)

two-year-old's

Is the sentence correctly punctuated?

- ☐ yes
☐ no

yes

38.

My aunt's laughing bothered me.

The underlined word is a singular noun that:

- ☐ should be written in its possessive form
☐ should not be written in its possessive

should be written . . .

The underlined word should be written:

- ☐ aunt
- ☐ aunts
- ☐ aunts'
- ☐ aunt's (as it appears above)

aunt's

Is the sentence punctuated correctly?

- ☐ yes
☐ no

yes

<p>39.</p> <p>The four <u>doll's</u> dresses were each green.</p> <p>The underlined word is a plural noun that:</p> <p><input type="checkbox"/> should be written in its possessive form <input type="checkbox"/> should not be written in its possessive form</p> <p>The underlined word should be written:</p> <p><input type="checkbox"/> dolls <input type="checkbox"/> dolls' <input type="checkbox"/> dolls's <input type="checkbox"/> doll's (as it appears above)</p> <p>Is the sentence punctuated correctly?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>should be written . . .</p> <p>dolls'</p> <p>no</p>
<p>40.</p> <p>She admired her three <u>sisters</u>.</p> <p>The underlined word is a plural noun that:</p> <p><input type="checkbox"/> should be written in its possessive form <input type="checkbox"/> should not be written in its possessive form</p> <p>The underlined word should be written:</p> <p><input type="checkbox"/> sister's <input type="checkbox"/> sisters's <input type="checkbox"/> sisters' <input type="checkbox"/> sisters (as it appears above)</p> <p>Is the sentence punctuated correctly?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>should not be written in its . . .</p> <p>sisters</p> <p>yes</p>

41.

The women's meeting was well attended.

The underlined word is a plural noun that:

- ☐ should be written in its possessive form
- ☐ should not be written in its possessive form

The underlined word should be written:

- ☐ womens'
- ☐ womens
- ☐ women
- ☐ women's (as it appears above)

Is the sentence punctuated correctly?

- ☐ yes
- ☐ no

should be written . . .

women's

yes

42.

COMPLETE each of the following sentences.

Many people work in:

- ☐ offices
- ☐ office's
- ☐ offices'
- ☐ offices's

offices

The house that caught fire was:

- ☐ Mr. James
- ☐ Mr. James's
- ☐ Mr. Jameses'
- ☐ Mr. Jameses

Mr. James's

It was all in a good:

- ☐ day work
- ☐ days work
- ☐ day's work
- ☐ days work's

day's work

Everyone said they liked:

- ☐ Dans haircut
- ☐ Dan's haircut
- ☐ Dans's haircut
- ☐ Dan's haircut's

Dan's haircut

Please give me those:

- ☐ paper
- ☐ papers'
- ☐ paper's
- ☐ papers

papers

That building is the:

- ☐ childrens school
- ☐ childrens' school
- ☐ children's school
- ☐ children school

children's school

It is often smelly in the:

- ☐ animal's cages
- ☐ animals's cages
- ☐ animals' cages
- ☐ animals cages'

animals' cages

43.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOREGOING LESSON, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

MASTERY TEST

Time started _____

PART I

READ the following sentences, paying particular attention to the underlined portions. CHECK only the sentences that are not punctuated correctly:

1. ☐ An honest ten-year olds word is as good as an adult's.
2. ☐ Give me those books.
3. ☐ His report was read before a committee of businessmen.
4. ☐ He knows a dollars value.
5. ☐ He lives with his neighbors and friends.
6. ☐ His youngest sons running about annoyed him.
7. ☐ New York is only an hours ride from here.
8. ☐ That is Johns best suit.
9. ☐ This is the Smiths house.
10. ☐ Those dogs are very friendly.

PART II

COMPLETE each of the following sentences by CHECKING the correct choice:

11. The _____ horse was tired after the journey.
 - a. ☐ man
 - b. ☐ mans'
 - c. ☐ man's
 - d. ☐ mans
12. His _____ scolding him made him very unhappy.
 - a. ☐ mother
 - b. ☐ mother's
 - c. ☐ mothers'
 - d. ☐ mothers

13. Mike and Al are _____.

- a. ☐ Peter's friend's
- b. ☐ Peter's friends
- c. ☐ Peters friend's
- d. ☐ Peters friends

14. He is one of _____ noblemen.

- a. ☐ natures
- b. ☐ natures'
- c. ☐ nature's
- d. ☐ nature

15. All of the _____ uniforms were dirty.

- a. ☐ players
- b. ☐ player's
- c. ☐ players'
- d. ☐ player's

16. There were twenty _____ suits on the rack.

- a. ☐ mens
- b. ☐ men's
- c. ☐ mens'
- d. ☐ men

17. Fast _____ running is an important skill in baseball.

- a. ☐ base
- b. ☐ base's
- c. ☐ bases'
- d. ☐ bases

18. She was told she was doing a good job by one of her fellow _____.

- a. ☐ teacher
- b. ☐ teachers'
- c. ☐ teacher's
- d. ☐ teachers

19. Please give me one _____ worth.

- a. ☐ dime
- b. ☐ dimes
- c. ☐ dime's
- d. ☐ dimes'

20. The _____ efforts were rewarded.

- a. ☐ ladies
- b. ☐ ladies'
- c. ☐ ladies's
- d. ☐ lady

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

ED 070913

PM 431 - 105

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING CONFUSING WORD PAIRS

LEVEL: III

UNIT: 4

LESSON: 12



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

PREVIEW FRAME

Understanding what part a certain word plays in a sentence, whether it is a verb, a noun, or a pronoun, enables you to use that word correctly. Once you understand what kind of word it is you can figure out where it belongs.

In this lesson, you will learn about several groups of frequently used words. Because some of them look very much alike, or have related meanings, they are often used incorrectly.

In this lesson you will learn the differences between the confusing words, and the proper usage for each.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

The first set of words are verbs.

CIRCLE the letter(s) in each word in which it differs from the other member of its pair. (In one pair, there will only be an extra letter in one of the words, CIRCLE the extra letter.)

Column A

Column B

lie

lay

sit

set

rise

raise

The two members of each pair refer to the same action but in slightly different ways.

For example, if I raise my arm, I am causing my arm to rise.

Similarly, if I set my purse on the desk, I am causing my purse to sit on the desk.

In order to cause the baby to lie on its back, I _____ it on its back.

Which column contains verbs that cause an-action to be performed?

- ☐ Column A
☐ Column B

lie

lay

sit

set

rise

raise

lay

Column B

3.

When you hear good news your spirits may rise. If you have a friend who is in a bad mood, you will want to tell him good news in order to raise his spirits.

FILL IN each of the blanks below with one of the words underlined above.

When you raise your friends spirits, his spirits _____.

rise

The curtain _____s at exactly eighty-thirty.

rises

It will do him no good to _____ his hopes for nothing.

raise

If you cannot _____ your grades, you you will have to go to a lower class.

raise

The picture is hanging a bit too low. Please _____ it.

raise

4.

If you set the lamp in the corner of the room, you are placing or putting it there. Although it may sound a bit strange to think of a lamp as sitting anywhere, it helps to remember the meaning of the word set as causing the lamp to sit in the corner of the room. In this sense sit is similar to rise.

FILL IN each of the blanks below with one of the words underlined above.

He _____s the blinds to see what was going on outside.

raise

She _____s her hat solidly on the back of her head.

set

She _____s and watches television most of the day.

sit

The sun _____s in the East every morning.

rise

_____ the glass down carefully, so it won't break.

Set

5.

PAY ATTENTION to when the action is taking place in each of the sentences below.

I sit on that chair everyday. Yesterday I sat down on the other chair.

I always set the glass down carefully. This morning I set the glass down with a bang, so it broke.

FILL IN the past form of the verb in the proper place.

PRESENT	PAST
---------	------

sit	_____
-----	-------

set	_____
-----	-------

PRESENT	PAST
---------	------

sit	sat
-----	-----

set	set
-----	-----

FILL IN each of the blanks below with one of the verbs listed above.

They _____ the furniture on the lawn at the beginning of the summer.

At the sound of his name John opened his eyes and _____ up straight.

If you _____ the barrel directly under the hole in the roof it will catch all the rain.

sat

set

set

sat

set

<p>6.</p> <p>Like the words <u>raise</u> and <u>set</u>, the word <u>lay</u> causes an action to be formed.</p> <p>When you <u>lay</u> the newspaper on the desk you cause it to <u>lie</u> on the desk.</p> <p>FILL IN each of the blanks below with either <u>lay</u> or <u>lie</u>.</p> <p>Doctors say that it is not healthy to _____ down right after a meal.</p> <p>At the beginning of the game you _____ the cards out face down.</p> <p>She told the child to _____ his head on the pillow and he would fall right to sleep.</p> <p>It was his habit to _____ out his clothes in the evening for the following day.</p> <p>New York and New Jersey _____ to the east of Pennsylvania.</p>	<p>lie</p> <p>lay</p> <p>lay</p> <p>lay</p> <p>lie</p>						
<p>7.</p> <p>READ the following sentences, paying close attention to <u>when</u> the action is taking place.</p> <p>I usually <u>lie</u> down every afternoon at about four-o'clock. Yesterday, however, was an exception -- I <u>lay</u> down at six-thirty.</p> <p>I usually <u>lay</u> my glasses next to my book, but this morning I <u>laid</u> them in the drawer.</p> <p>FILL IN the past tense of each verb in the proper place below.</p> <table> <tr> <th>PRESENT</th><th>PAST</th></tr> <tr> <td>lie</td><td>_____</td></tr> <tr> <td>lay</td><td>_____</td></tr> </table>	PRESENT	PAST	lie	_____	lay	_____	<p>lay</p> <p>laid</p>
PRESENT	PAST						
lie	_____						
lay	_____						

8.

1. to cause something to lie

2. the past tense of lie

PLACE a 1 or a 2 next to each of the sentences below to indicate how the word lay is being used.

_____ He lay in bed for hours just staring at the ceiling. 2

_____ He was ordered to lay his hands on the table, palms up. 1

_____ She would lay her jewelry out on the dressing table every evening. 1

_____ The slippers lay under the bed for days. 2

_____ Every morning the children lay their crayons in a line across their desk. 1

9.

The past tense of lie is lay, and when you add "ing" to it, it becomes lying.

The past tense of lay is laid, and when you add "ing" to it, it becomes laying.

FILL IN each of the blanks below with one of the underlined words above.

While _____ on the bank of the stream he caught sight of a tadpole sunning itself on a rock.

lying

He closed his fountain pen and _____ it thoughtfully down.

laid

He had to _____ flat on his back for two weeks.

lie

We _____ so still she thought we were asleep.

lay

How was he to know it was impolite to _____ his elbows on the dinner table?

lay

I have no idea where you _____ your needle when you finished sewing.

laid

10.

FILL IN each of the blanks below with one of the words offered for the sentence.

(sat-set) The boys _____ on the fence for hours just talking over the startling news.

sat

(laid-lay) I _____ the baby in the center of the bed, but it must have crawled to the edge and fallen off.

laid

(rising-raising) I sprained my wrist yesterday morning while _____ the flag.

raising

11.

The next group of words are pronouns that you know very well. READ the two lists carefully. CIRCLE the distinguishing feature that the words in Column A have in common.

A

B

it's

its

they're

their

who's

whose

it's

they're

who's

12.

The distinguishing mark you have indicated appears in all these words to show that a letter is missing and that two words have been contracted or written together as one.

For example, they're means the same thing as they are.
What letter is missing in the contraction? _____

Who's means the same as who is.

It's means the same as _____.

a

it is

13.

The following words are possessive pronouns, about which you have already learned.

its
their
whose

FILL IN the correct possessive pronoun in the blank below.

I don't know _____ pen this is.

whose

14.

In figuring out whether to use it's or its, the apostrophe (') is to remind you of what it's means. It's is a contraction of what two words? _____

it is

Now READ each of the sentences below and DECIDE whether the blank calls for a word meaning "it is", or whether it calls for a possessive pronoun meaning "belonging to it."

FILL IN it's or its in each blank.

I cannot remember _____ color.

its

You know how hard _____ shell is.

its

_____ a fact that he's past sixty.

It's

_____ long fur glistened from the rain.

Its

_____ hard to figure out the answer without paper and pencil.

It's

Go tell them that _____ all right for them to leave.

It's

He knows _____ a tough job.

it's

15.

who's - who is
they're - they are

whose - belonging to whom
their - belonging to them

Just as you decided between it's and its, DECIDE between each of the above for the sentences below.

(Who's - Whose) _____ knocking at the door?

Who's

(they're - their) They left _____ clothes strewn all over the house.

their

(who's - whose) I am not allowed to say _____ going to be picked.

who's

(who's - whose) I don't know _____ name will be pulled out of the hat.

whose

(They're - There) _____ headed for a lot of trouble if they don't watch out.

They're

(they're - their) I guess they don't know that _____ being watched.

they're

16.

For each of the sentences below, DECIDE between a contraction of two words or a possessive pronoun. Then, FILL IN each of the blanks with one of the words offered for the sentence.

(its - it's) I know _____ a tough fight, but _____ worth it.

it's
it's

(their - they're) They offered to share _____ prize with us.

their

(Whose - Who's) _____ beautiful painting is this?

Whose

<p>17.</p> <p>Besides the two words <u>their</u> and <u>they're</u>, which look and sound alike, there is a third word, <u>there</u>, that belongs to the group.</p> <p><u>There</u> means at that place.</p> <p>Since <u>there</u> does not have an apostrophe ('), it looks more like which of the other two words?</p> <p><input type="checkbox"/> their <input type="checkbox"/> they're</p> <p><u>There</u> is:</p> <p><input type="checkbox"/> one word <input type="checkbox"/> a contraction made up of 2 words</p> <p><u>There</u> looks very much like another word which means "in this place."</p> <p><u>There</u> is often used as the opposite of _____.</p>	<p>their</p> <p>one word</p> <p>here</p>
<p>18.</p> <p>their - belonging to them there - at that place they're - they are</p> <p>FILL IN each of the blanks below with one of the words above.</p> <p>I cannot manage those children. _____ simply impossible.</p> <p>Broken glass and rubbish were strewn here and _____ along the road.</p> <p>Finally we were _____.</p> <p>_____ faces lit up with smiles of happiness when their favorite uncle arrived.</p>	<p>They're</p> <p>there</p> <p>there</p> <p>Their</p>

19.

FILL IN each of the blanks below with one of the words offered for the sentence.

(who's - whose) We seldom have a chance to meet people _____ language and customs are different from ours.

(It's - its) _____ difficult to point to the principal cause of the Civil War.

(their, there, they're) No matter what you do for them _____ never satisfied.

whose

It's

they're.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

LIE	to rest or to recline, as to <u>lie</u> awake and count sheep; to make untrue statements, as to tell <u>lies</u>
LAY	to place or set down, as to <u>lay</u> the book on the desk; the past form of lie Today I will <u>lie</u> on the beach and yesterday I <u>lay</u> on the beach.
LAID	past form of <u>lay</u> , to have been placed The precious jewel was <u>laid</u> carefully in its velvet case.
LYING	resting, the act of making untrue statements <u>Lying</u> beneath the surface of the stream were colorful pebbles. The practice of <u>lying</u> can only get the individual into trouble.
SIT	to rest in a chair; to occupy a place in an organization, as to <u>sit</u> as a member of Congress; to cover eggs, as in the case of the female bird who <u>sits</u> on her eggs.
SAT	the past form of sit; The child <u>sat</u> peacefully on the bench, waiting for his mother.
SET	to place something somewhere, as in <u>setting</u> the table; to decide on a time, as to <u>set</u> the date; to put aside, as to allow the plaster to <u>set</u>
RISE	to move upward as to <u>rise</u> from a chair; to become heartened, as in <u>rising</u> spirits
RAISE	to cause to rise or to lift higher, as to <u>raise</u> the flag; to grow, as to <u>raise</u> vegetables; to place in a higher rank, as to <u>raise</u> your standards or raise your grades
WHO'S	a contraction of who is <u>Who's</u> going to the movies tonight?
WHOSE	possessive pronoun (showing ownership) <u>Whose</u> book is this?
IT'S	a contraction of <u>it is</u> <u>It's</u> time for lunch.

ITS	possessive pronoun (showing ownership) <u>Its</u> tail was caught on the fence.
THEY'RE	a contraction of they are <u>They're</u> invited to my party.
THEIR	possessive pronoun (showing ownership) The ball landed on <u>their</u> property.
THERE	at a place Your bicycle is over <u>there</u> .

MASTERY TEST

Time started _____

FILL IN each of the blanks below with one of the words offered for the sentence.

1. (raising - rising) How can a person get along in this world with prices _____ from day to day.
2. (laying - lying) I thought the book had been _____ on the desk all the while, but I must have been wrong.
3. (sat - set) She _____ the flowers carefully in the center of the table and stepped back to look at them.
4. (it's - its) One of Brazil's chief exports is _____ coffee.
5. (who's - whose) So many people are working on this project. I have trouble remembering _____ doing what.
6. (their, there, they're) You can always be sure that _____ are two sides to every story.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

ED 070913

PM 431 - 106

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SUBJECT AND VERB AGREEMENT

LEVEL: III

UNIT: 4

LESSON: 13



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

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MANPOWER ADMINISTRATION, JOB CORPS
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1.

REVIEW

In an earlier lesson, you learned to identify the subjects and verbs in sentences. In the following sentences, UNDERLINE all the subjects, and CIRCLE all the verbs.

After all that, Charles decided not to go.

Mary and Henry can try, but I am not optimistic.

During his youth, he was a member of the boy scouts.

I will stay and work, and you try to get some help.

Are you waiting for me?

Charles decided

Mary Henry try I am

he was

I will stay work you try

Are you waiting

2.

As you probably realize, the action in a sentence can take place at three different times:

the past, the present, or the future.

In other words, the action can be something the subject did, is doing, or will do.

LOOK AT the following examples.

1. I told him everything.

2. He tells the story very well.

3. I will tell him later.

4. I am telling the story, not you.

In which of these sentences is the action in the present? _____

In which of these sentences is the action in the future? _____

2, 4

3

3.

The form of the verb tells you when the action takes place. In the following sentences, UNDERLINE the verbs and WRITE past, present or future in the blank.

_____ 1. I wanted her rabbit.

past, wanted

_____ 2. He shows me everything.

present, shows

_____ 3. Bill is taking algebra.

present, is taking

_____ 4. I will be there soon.

future, will be

_____ 5. Michael is going to be there soon.

future, is going

4.

Sometimes there are modifiers in a sentence that tell us when the action takes place. LOOK AT the following examples. CIRCLE the words that tell when the action takes place.

Next week, I will go to school.

next week

Last Monday, I took the test.

Last Monday

If there are modifiers in a sentence that tell when the action takes place, it is important that the time of the verb (past, present or future) agrees with the modifier.

LOOK AT the following sentences. The verbs are circled. The modifiers that tell when the action takes place are underlined.

1. Next year, she was eleven.

2. Next year, she will be eleven.

The modifiers in the above sentences refer to the:

- ☐ past
- ☐ present
- ☐ future

future

To what time does the verb of sentence one refer?

past

To what time does the verb of sentence two refer?

future

In which of the sentences does the time of the verb agree with that of the modifier?

- ☐ sentence 1
- ☐ sentence 2

sentence 2

5.

READ each of the following sentences. The modifier in each is enclosed in a box. Only one of the underlined verbs (in parentheses) agrees in time with the modifier.

For each sentence, WRITE the time of the modifier in the blank labeled time.

WRITE the verb that agrees with the modifier in the blank labeled verb. The first example is done for you.

In 1842 he (went, goes) to New York.

time: _____
correct verb: past
went

In a few days he (goes, will go) to Cuba.

time: _____
correct verb: _____

Next month I (saw, will see) that movie.

time: _____
correct: _____

He (was, is going to be) home lastnight.

time: _____
correct: _____

He (used to do, is doing) that right now.

time: _____
correct: _____

future
will go

future
will see

past
was

present
is doing

6.

CHECK the sentences in which the time of the modifier does not agree with the time of the verb.

- ☐ Last October, I will be in Paris.
- ☐ Soon, she is going to Peru.
- ☐ In 1942, I am staying in Chicago.
- ☐ Next year, she will be president of the club.
- ☐ Since 1865, we are having five wars.

Last October. . .

Soon, she is . . .

In 1942, I . . .

Since 1865, we . . .

7.

Besides matching the time of the rest of the sentence, verbs must also match their subjects.

It is a common mistake not to match subjects with verbs; READ the following to see how you can avoid this mistake.

This list shows how the verb see agrees with different pronoun subjects:

Subject	Verb Form
I	see
You	see
He, she, it	sees
We	see
You	see
They	see

See is an easy verb to make agree with its subject, because almost all of the verb forms are the same (LOOK AT the table above). Which verb form is different from the rest? _____

sees

Which subjects are used with this different form?

he, she, or it

COMPLETE this sentence using a form of the verb see from the table above; make sure subject and verb agrees.

As he rounds the corner of the circus trailer,
he _____ an enormous gorilla staring
straight at him.

sees

8.

LOOK AT the subjects and the form of the verb that agrees with it.

<u>Subject</u>	<u>Verb Form</u>
I	throw
You	throw
He, she, it	throws
We	throw
You	throw
They	throw

What subjects use the verb throw with an "s" added to it?

- ☐ they
- ☐ he
- ☐ it
- ☐ we
- ☐ she

he
it
she

Using the word throw, COMPLETE these sentences.

He _____ that football well enough to make a professional team.

throws

She _____ a baseball like a cat with boxing gloves on.

throws

I can _____ better than you.

throw

9.

In the examples of the verbs see and throw, the subject pronouns he, she, and it use verb forms with an "s" added to the end. This is true of most verbs.

You say I work, you work, we work, and they work, but you say he works, she works, and it works.

MATCH the verb form with its SUBJECT. If I, You, we, or they subjects are used, use the verb, such as see. If he, she, or it subjects are used, ADD an "s" to the end of the verb.

CHECK the sentences below in which subject and verb DO NOT agree:

- ☐ We breathes every minute of the day.
- ☐ He breathes slowly, as if he were winded.
- ☐ This question puzzles me.
- ☐ He puzzle over that problem for a long time.
- ☐ You dances so great; I wish I could dance like you.

We breathes. . .

He puzzle. . .

You dances. . .

10.

You have seen that the following verbs require an "s" at the end when they are used with he, she, or it.

run
throw
breathe
see
dance

These are present verbs. If you wanted to talk about the past, you would say, for example, he danced.

If you wanted to speak of the future, you would say, he will dance.

Therefore, the rule about adding an "s" to the verb when he, she or it are the subjects applies only to:

- ☐ present verbs
- ☐ past verbs
- ☐ future verbs

present verbs

11.

CHECK the pronouns below that would require a present verb to end in s.

- ☐ I
- ☐ you
- ☐ he
- ☐ she
- ☐ it
- ☐ we
- ☐ you
- ☐ they

he
she
it

FILL IN the blanks:

You add an "s" only to _____ (present/past/future) verbs when you use he, she, or it subjects.

present

12.

So far, we've only covered agreement of PRONOUN subjects with verbs. In many sentences, subjects are not pronouns, they are nouns. It's easy to tell which noun subjects agree with verb forms.

FIND the subject. ASK yourself if it is a he, she, or it, subject. In other words, is the subject a single person or thing?

IF the subject is a single person or thing, it takes a verb ending in "s," such as sees. If the subject is NOT a single person or thing, it takes the normal form of verb, such as see.

CIRCLE the subjects below that are single persons or things:

Bill goes to the circus.

(Bill)

George and Marcia ride on the roller coaster.

The men walk down the stairs.

This cart goes very roughly.

(cart)

The dog walks down the hill.

(dog)

This car rides very roughly.

(car)

The man walks down the stairs.

(man)

All of them need to be happy.

The mouse runs up the clock.

(mouse)

FILL IN the blank:

If the subject of a sentence is a _____
person or thing, you add an "s" to the verb form.

single

13.

Some subjects are hard to classify as single persons or things. For example, READ this sentence:

Either Bob or Becky will carry the books.

At first glance, the subject Either Bob or Becky may seem to be plural. It is NOT. It is singular because EITHER Bob OR Becky--ONLY ONE OF THEM--will carry the books.

Other subjects are like this too, and the easiest way to find them is to remember the key words with which they begin:

neither
either
each

CHECK the sentences with singular subjects below:

- ☐ Each of the thirty men wears a uniform.
- ☐ George and Roger both want the job.
- ☐ Either one of them knows what to do.
- ☐ Each person in this room needs to know.
- ☐ Neither you nor Shirlee is right all the time.
- ☐ Boys will be boys.

FILL IN the blanks:

Subjects beginning with neither, either, or each are _____ (singular/plural) subjects and need a verb form ending in the letter _____.

Each of the thirty . . .

Either one of . . .

Each person . . .

Neither you . . .

singular

s

14.

CIRCLE the correct verb form in each of the sentences.
The first sentence is done for you.

She (know, knows) what's wrong.

I (see, sees) what you (mean, means).

Charles always (stand, stands) in the back.

You (write, writes) with great force.

Watch those guys when they (hand, hands) over the key.

We never (say, says) no.

This ball (bounce, bounces) high.

He always (answer, answers) courteously.

Mary and Jean (giggle, giggles).

Neither of them (say, says) much; they don't have to.

Each of the boys (know, knows) he can do better.

(see, mean)

(stands)

(write)

(hand)

(say)

(bounces)

(answers)

(giggle)

(says)

(knows)

15.

CHECK the sentences below that do not have correct verb forms. (The verb form is underlined).

☐ Each of the 23 guys works in the shop.

☐ You gives me a pain in the neck.

☐ I wants to help you.

☐ This car always breaks down.

☐ They speaks softly.

☐ We love skating.

☐ Neither Bill nor Sam want more than they have.

☐ The dogs bark whenever they see me.

☐ This knife always fall down.

You gives . . .

I wants . . .

They speaks . . .

Neither Bill nor . . .

This knife . . .

16.

With some verbs, "es" has to be added instead of "s."
For example, LOOK AT these two verbs. (The time of
the verb is present)

<u>Subject</u>	<u>Verb Form</u>	<u>Subject</u>	<u>Verb Form</u>
I	do	I	go
You	do	You	go
He, she, it	<u>does</u>	He, she, it	<u>goes</u>
We	do	We	go
You	do	You	go
They	do	They	go

FILL IN the blanks in the sentences below with the
correct form of either do or go.

- | | |
|--------------------------------------|------|
| (go) She never _____ out after dark. | goes |
| (go) They _____ everywhere together. | go |
| (do) It simply _____ not work. | does |
| (do) Please _____ your homework now. | do |
| (go) Mary _____ on vacation in June. | goes |
| (do) You always _____ the easy work. | do |
| (go) Birds _____ South in winter. | go |
| (do) The screw _____ the trick. | does |

17.

CHECK the sentences below that do not have correct verb forms. The verbs are underlined.

- ☐ Bill and Joe goes home at five.
- ☐ He does good work most of the time.
- ☐ Each man goes home.
- ☐ The pillow goes on the sofa.
- ☐ The fresh air do me good.
- ☐ You always go in the other direction.
- ☐ We does it faster.
- ☐ I go where you go.
- ☐ When do the train leave?
- ☐ How old does you have to be to vote?
- ☐ Neither of the two go often.

Bill and Joe . . .

The fresh air . . .

We does it . . .

When do . . .

How old does . . .

Neither of the two . . .

18.

Most verbs that are in the past have the same form for any subject. For example,

I shouteded.

You shouteded.

He shouteded.

FILL IN the past form of the verb in parentheses for each of the sentences below. The first is done for you.

(walk) She walked.

(rain) It _____.

(talk) We _____.

(laugh) They _____.

(play) Mary _____.

(plead) Mary and Bill _____.

FILL IN the blank:

Most verbs in the past have _____
(different/the same) forms for all subjects.

rained

talked

laughed

played

pleaded

the same

19.

Future verbs, too, have the same form for all subjects. The word "will" (sometimes abbreviated 'll, as in I'll) is used with the normal form of the verb for all subjects. For example:

I will shout.
You will shout.
They'll shout.
He will shout.
They will shout.
She'll shout.

FILL IN the future form of the verb in parentheses for each of the sentences below:

(walk) She _____.

will walk

(laugh) They _____.

will laugh

(run) He _____.

will run

20.

FILL IN the proper future or past tense for the subjects below:

FILL IN FUTURE TENSE

(wash) John _____ the car.

will wash

(swallow) The frog _____ the fly.

will swallow

(listen) Karen, you _____ to the teacher

will listen

FILL IN PAST TENSE

(wash) John _____ the car.

washed

(swallow) The frog _____ the fly.

swallowed

(listen) Karen, you _____ to the teacher.

listened

FILL IN the blanks:

Most verbs in the past AND future tenses have _____ (the same/different) forms for any subject.

the same

21.

In matching a verb to its subject, we have to be careful about the verb "is."

STUDY the following:

<u>Present</u>	<u>Past</u>
I am	I was
You are	You were
He, she, it is	He, she, it was
We are	We were
You are	You were
They are	They were

FILL IN the blanks in the following sentences with the appropriate form of the verb above. (The first one is done for you).

(present)	I <u>am</u> extremely enthusiastic today.	am
(past)	She _____ already at home.	was
(present)	You _____ definitely right.	are
(past)	We _____ just about to mention that.	were
(present)	They _____ always late.	are
(past)	I _____ feeling fine before you came.	was
(present)	It _____ a fine thing that you are doing.	is
(past)	He _____ a lawyer before he became a judge.	was
(present)	I _____ always ready.	am
(past)	You _____ the last person I saw there.	were

22.

For each of the sentences below, FILL IN the blank with the appropriate form of the verb in parentheses that precedes it. Use only present verb forms.

(is) I _____ on the wrong train.

am

(play) My friend _____ a mean game of chess.

plays

(go) We _____ wherever we are told.

go

(know) You _____ the right answer.

know

(do) It _____ a great deal of harm.

does

(is) We _____ pleased to accept.

are

(jump) They _____ like kangaroos.

jump

(go) She only _____ to the movies rarely.

goes

(do) The price _____ not matter.

does

23.

In matching a verb to its subject, you also have to be careful of the verb "has."

STUDY the following:

<u>Present</u>	<u>Past</u>
I have	I had
You have	You had
He, she, it has	He, she, it had
We have	We had
You have	You had
They have	They had

FILL IN the blanks in the following sentences with the appropriate form of the verb above.

(present)	I _____ a bad cold.	have
(past)	She _____ her chance and lost.	had
(present)	You _____ a right to disagree.	have
(past)	We _____ a great party last night.	had
(present)	They _____ a magnificent view.	have
(past)	I _____ a great idea.	had
(present)	It _____ a nice sound to it.	has

24.

FILL IN the correct form of the verb "has" in each of the blanks below.

- | | | |
|-----------|--|------|
| (present) | You _____ your nerve! | have |
| (past) | The ants _____ a picnic. | had |
| (present) | The forest _____ a forbidding look. | has |
| (present) | The sofas _____ red upholstery. | have |
| (present) | We _____ your number. | have |
| (past) | Jane _____ rheumatic fever when she was a child. | had |
| (present) | The policeman _____ a new badge. | has |

25.

The verbs in the following sentences are underlined. CHECK any sentences with an incorrect verb.

- | | |
|---|------------------|
| <input type="checkbox"/> He always <u>do</u> it well. | He always . . . |
| <input type="checkbox"/> On a cold day, it <u>is</u> hard to skate. | |
| <input type="checkbox"/> Last Monday, I <u>were</u> thirty-nine. | Last Monday. . . |
| <input type="checkbox"/> I <u>knows</u> why you are angry today. | I knows . . . |
| <input type="checkbox"/> The pencil <u>go</u> in the top drawer always. | The pencil . . . |
| <input type="checkbox"/> Bernie <u>had</u> an umbrella yesterday. | |
| <input type="checkbox"/> I <u>does</u> it this way all the time. | I does it . . . |
| <input type="checkbox"/> Today we <u>is</u> united in friendship. | Today we . . . |
| <input type="checkbox"/> I <u>waited</u> for you all night. | |
| <input type="checkbox"/> When we <u>was</u> young, we <u>was</u> happy. | When we . . . |

26.

UNDERLINE the correct verb in each of the sentences below.

One of them (see, sees) the book.

sees

Both of the dogs (has, have) spots.

have

Neither of the men (was, were) ready.

was

None of the people (want, wants) to go home.

wants

One of them (is, are) tall.

is

Each of them (has, have) a different excuse.

has

27.

CHECK the sentences that do not have the correct verb forms. The verbs are underlined.

☐ I does my work without complaining.

I does my. . .

☐ The clocks tick softly.

☐ Neither of them see his mistake.

Neither of them . . .

☐ You was not sick yesterday.

You was not. . .

☐ Last year, I will be old enough to vote.

Last year, I . . .

☐ The sun goes down in the West.

☐ None had a chance.

☐ We was about to leave.

We was . . .

☐ They are innocent.

☐ The duck quacked shrilly.

28.

REVIEW

Before you go to the Mastery Test on this lesson, review these important points by filling in the blanks:

MATCH the tense of the verb to the **TIME** of the sentence.

In 1492, Columbus _____ (discovers, will discover, discovered) America.

discovered

In 1984, I _____ (know, will know, knew) less than I do now.

will know

MATCH a verb with its **SUBJECT**:

Neither of the men _____ (work, works) hard.

works

I _____ (go, goes) to the shopping center every day.

go

They _____ (love, loves) the good music.

love

Everitt _____ (makes, will make) a pie tomorrow.

will make

Maria _____ (behaves, behaved, behave) very well at the party yesterday.

behaved

She _____ (is, are, am) staying at school today.

is

They _____ (is, are, am) sure they're right.

are

We _____ (has, have) all we need.

have

She _____ (has, have) the pencil.

has

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

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PARTS OF SPEECH

NOUN

Examples:

Man is a noun.
John is a noun.
Love is a noun.

Manly, loves, and is are NOT nouns.

A noun is a word that stands for:

- (1) persons, places, or things
- (2) names of persons, places, or things
- (3) abstract things

PRONOUNS

Examples:

He, she, and it are pronouns.
The pronoun he can replace the noun John.
Pronouns replace nouns.

VERBS

Examples:

Jumps is a verb.
Is is a verb.
Did is a verb.

Verbs tell about action. They describe what a noun or pronoun does or is.

MODIFIERS

Examples:

In the sentence, He ran slowly, slowly is a modifier modifying ran.

In the sentence Tom is lazy, lazy is a modifier modifying Tom.

A modifier is a word that tells something about another word. A modifier describes, restricts, or changes the meaning of the word it modifies.

ADJECTIVES

Examples:

In the sentence The car is red, red is an adjective modifying car.

In the sentence The swift bird flew, swift is an adjective modifying bird.

Adjectives modify nouns.

ADVERBS

(TELLING ADJECTIVES AND ADVERBS APART)

(Irregular Adjective and Adverb Modifiers: Good and Well)

WHAT IS A SENTENCE?

Subject

Examples:

In the sentence The bird flew swiftly, swiftly is an adverb modifying the verb flew.

In the sentence The soup is extremely hot, extremely is an adverb modifying the adjective hot.

Adverbs modify verbs and adjectives.

Examples:

In the sentence The movie is good, good is an adjective modifying the noun movie.

In the sentence He worked well, well is an adverb modifying the verb worked.

In the sentence You look well, well is an adjective modifying the pronoun you.

Good is an adjective.

Well is an adjective too when it means healthy. Otherwise it is an adverb.

Examples:

Soft is an adjective.
Softly is an adverb.

Mary adjectives and adverbs look alike except for their endings. Adverbs often end with ly.

Examples:

The building is tall is a sentence.
The tall building is not a sentence.

A sentence always tells something: what is, what someone or something is doing, or what happened.

Examples:

In the sentence The building is tall, building is the subject.

In the sentence He sings well, he is the subject.

The subject of a sentence is a noun or pronoun.

Understood Subject

Examples:

In the sentence John does his homework the subject is John.

In the sentence Do your homework! you is the understood subject.

Sometimes the subject of a sentence is not stated directly. In these sentences, the subject is usually you.

What every Sentence Must Have

Every sentence must have a subject and a verb.

AGREEMENT OF SUBJECT AND VERB

Examples:

In the sentence: Tom sees the airplane, the verb sees agrees with the subject Tom.

In the sentence Yesterday Tom laughed, the verb laughed agrees with the time of the rest of the sentence.

In the sentence: Tom see the airplane, the verb see does NOT agree with the subject Tom.

In the sentence Yesterday Tom laughs, the verb laughs does NOT agree with the time of the rest of the sentence.

Verbs must agree with or match:

1. the time of the rest of the sentence;
2. the subject of the sentence.

Verb Forms

Examples:

John runs away.
He does his homework.

Singular Verbs

Singular verbs often add s or es at the end.

Past Verbs

Example:

Yesterday he looked.

Past verbs often add ed at the end.

Future Verbs

Example:

Tomorrow I will look.

Future verbs often use will.

(Special Cases)
Irregular Verbs:

Examples:

(present) I do it.
(past) I did it.

(present) He is here.
(past) Yesterday he was here.

PARTICIPLES

Examples:

Tom has done his homework.
We have gone there before.

Verbs that are made up of several parts are called participles.

PAST PARTICIPLES

Examples:

She has decided to go.
Rick had joined the army.

Verbs using have, has, or had are called past participles.

How to form past participles most of the time

Many verbs form their past participles by:

1. using has, had, or have; and
2. adding ed at the end.

Irregular verbs

Some verbs do not form their past participles by using the rules above. These are irregular verbs, and you just have to memorize them.

MASTERY TEST

Time started _____

360

PART I

DIRECTIONS: In each of the sentences below, the verb has been underlined. CHECK only the sentences in which the verb is NOT correct.

1. ☐ Bill and Harvey was good friends.
2. ☐ During the spring, you was in Texas.
3. ☐ Next week, I will go home.
4. ☐ None of the boys want to go home.
5. ☐ Either of the two has my permission.
6. ☐ Some people fears the power of the unions.
7. ☐ Some of the workers was unhappy about the low wages.
8. ☐ Since 1900, sales go up and up.
9. ☐ One of them is George Hamilton.
10. ☐ I has a music lesson today.

PART II

CHECK the verb which correctly completes each sentence below:

11. Most of them _____ to be tap dancers.
 - a. ☐ want
 - b. ☐ wants
12. One of the girls _____ how to juggle.
 - a. ☐ know
 - b. ☐ knows
13. Most doctors _____ our product.
 - a. ☐ prefer
 - b. ☐ prefers

PART II (CONTINUED)

14. Either _____ fine.

- a. ☐ is
- b. ☐ are

15. Each of the children _____ happy.

- a. ☐ was
- b. ☐ were

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

ED 070913

PM 431 - 107

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

PAST VERB FORMS

LEVEL: III

UNIT: 4

LESSON: 14



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

Sometimes verbs that describe a single action are made up of more than one word. LOOK AT the following examples:

Henry votes for John.

Henry is voting for John.

In both of the sentences above, the action is the same. The verb in the first sentence is a single word: votes. The verb in the second sentence is made up of two words: is voting.

Now READ these examples:

Henry voted for John.

Henry had voted for John.

Both of the above sentences describe the same action. The verb in the first sentence is the word _____. The verb in the second sentence is made up of two words, _____ and _____.

voted

had voted

2.

Such words as can, may, shall, should, could, would, will, has, had, have, is, was and did are often paired with other verbs to form two or three-part verbs. For example, READ the following sentences. The two or three-part verbs are underlined.

1. They can tell when someone is missing.
2. I should have done my homework.
3. Mary will buy the black sweater.
4. John really did try.

Now READ the following sentences. In each sentence, find the two-part verb, and UNDERLINE it.

1. The teacher may give a test tomorrow.
2. We could have gotten an extra day off.
3. She has suffered from a cold for two weeks.
4. Bob is selling his car.
5. We should have eaten before the movie started.

may give

could have gotten

has suffered

is selling

should have eaten

3.

In many sentences with two or three-part verbs, the verbs are separated by other words. This happens whenever sentences are in the form of questions.

READ the following sentences. The parts of the verb are underlined.

Is he coming?

He is probably looking for us.

Have you finished yet?

I could not have told a lie.

UNDERLINE the parts of the verbs in these sentences?

1. Have you ever played tennis?

have played

2. He should never have gone to Chicago.

should have gone

3. Has he brought the lunches?

has brought

4. I had almost forgotten them.

had forgotten

5. Would he have liked that book?

would have liked

4.

In each sentence UNDERLINE all parts of the verb.
Some sentences have only one part verbs.

1. Have you looked for me?

have looked

2. He must have waited for three hours.

must have waited

3. Who has been calling you?

has been calling

4. I will see him to the door.

will see

5. I collected my things.

collected

6. Will you stay here later?

will stay

7. You can still come to the party.

can come

8. I parked the car.

parked

5.

PREVIEW FRAME

In this lesson, you will study in detail the two and three-part verbs which use the words has, had and have. You will discover that these words require a special form of the verb for the last part. You will learn the correct form for some of the more difficult verbs.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

6.

The verb form that contains the words has, had or have is called the past participle (PAR tih sip ul) of the verb.

WRITE the letters PP next to each sentence below which contains a past participle.

_____ I had decided to go before he called.

PP

_____ I studied very hard for the exam.

_____ He already knows everyone's name.

_____ Can you help me?

_____ Has he eaten dinner yet?

PP

_____ Tom has skied for ten years.

PP

7.

CIRCLE the word in each of the following sentences that indicates that the past participle form of the verb is needed.

1. I would have liked to go too.

have

2. They might have finished by now.

have

3. He had decided to go back to school.

had

4. She had already started to leave.

had

5. They had already arrived when we got there.

had

<p>8.</p> <p>WRITE the three words that are used with the past participle form of a verb.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>has</p> <p>had</p> <p>have (any order)</p>						
<p>9.</p> <p>READ the following sentences , paying special attention to the verbs.</p> <ol style="list-style-type: none"> 1. I walk to the store. 2. I walked to the store. 3. I have walked to the store. <p>For the above verb, the past participle form of the verb is the same as the past tense of the verb. The past participle, in this case, is formed by adding the letters "ed" to the present tense of the verb. WRITE the form of the verb "to walk" under each of the descriptions below.</p> <table border="0"> <thead> <tr> <th>Present</th> <th>Past</th> <th>Past Participle</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	Present	Past	Past Participle	_____	_____	_____	<p>walk; walked; walked</p>
Present	Past	Past Participle					
_____	_____	_____					

<p>10.</p> <p>READ the following sentences:</p> <p>I help my teacher.</p> <p>I helped my teacher.</p> <p>I have helped my teacher.</p> <p>WRITE the correct form of the verb "to help" under each of the following descriptions.</p> <table><tr><td>Present</td><td>Past</td><td>Past Participle</td></tr><tr><td>_____</td><td>_____</td><td>_____</td></tr></table>	Present	Past	Past Participle	_____	_____	_____	<p>help; helped; helped</p>
Present	Past	Past Participle					
_____	_____	_____					
<p>11.</p> <p>Many verbs form the past participle by adding the letters "ed" to the present tense of the verb.</p> <p>In each pair of sentences below, the verb in the first sentence is in the present tense. In each pair, the second sentence requires the past participle of the verb, because it contains the word <u>had</u>, <u>has</u> or <u>have</u>.</p> <p>FILL IN the past participle form of the verb in each of the sentences below.</p> <p>I wait on this corner every morning.</p> <p>I had _____ on this corner for three hours.</p> <p>You stay here for a while.</p> <p>You have _____ here too long.</p> <p>He can help you.</p> <p>He has _____ you.</p>	<p>waited</p> <p>stayed</p> <p>helped</p>						

PANEL 1

IRREGULAR PAST PARTICIPLES ENDING IN "EN"

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLES</u>
speak	spoke	spoken
give	gave	given
drive	drove	driven
weave	wove	woven
take	took	taken
write	wrote	written
get	got	gotten

12.

You have learned that many verbs form the past participle by adding the letters _____ to the present tense of the verb. However, there are many verbs which do not follow this rule. In other words, many verbs have past participles which do not follow the general rule. The past participles of these irregular verbs should, therefore, be learned by:

- ☐ applying the rule
- ☐ memorizing each one

ed

memorizing . . .

13.

REFER TO PANEL 1 (page 8).

WRITE the past participle of each of these verbs.

- | | | |
|----------------|-----------------|---------|
| 1. He speaks. | He has _____. | spoken |
| 2. I write. | I have _____. | written |
| 3. She weaves. | She had _____. | woven |
| 4. He takes. | He has _____. | taken |
| 5. We got. | We have _____. | gotten |
| 6. You drive. | You have _____. | driven |
| 7. I give. | I had _____. | given |

14.

REFER TO PANEL 1

These irregular verbs all have past participles that end with the letters "en." STUDY the chart. Then READ each of the following sentences and DECIDE whether the sentence needs a present tense verb, a past tense verb, or a past participle. Use the past participle only if the verb contains the word has, had or have.

FILL IN the correct form of the verb indicated for each sentence.

- | | | |
|------------|---------------------------------------|--------|
| (to weave) | 1. She has _____ a beautiful rug. | woven |
| (to take) | 2. They had _____ too long. | taken |
| (to speak) | 3. You may _____ now. | speak |
| (to write) | 4. They should _____ home more often. | write |
| (to drive) | 5. He has _____ for 200 miles. | driven |
| (to get) | 6. Have you _____ a letter this week? | gotten |
| (to give) | 7. Please _____ it to me. | give |

15.

REFER TO PANEL 1

WRITE the correct form of the verb in each of the following sentences.

- | | | |
|------------|--|---------|
| (to speak) | 1. He has _____ for two hours already. | spoken |
| (to write) | 2. We should have _____ sooner. | written |
| (to drive) | 3. He can _____ very well. | drive |
| (to get) | 4. I think I should have _____ a better grade. | gotten |
| (to take) | 5. We all _____ our seats as soon as we arrived. | took |
| (to weave) | 6. She has _____ the threads together. | woven |
| (to give) | 7. Has he _____ you the book? | given |

16.

In each of the following sentences, choose the correct form of the verb and WRITE it in the blank.

- | | | |
|-------------------|---------------------------------------|--------|
| (woved, woven) | 1. She has _____ a carpet. | woven |
| (speaked, spoken) | 2. They had _____ to her yesterday. | spoken |
| (took, taken) | 3. He had _____ his time getting her. | taken |
| (wrote, written) | 4. They _____ a book together. | wrote |
| (got, gotten) | 5. I _____ a new guitar. | got |
| (droved, driven) | 6. You have _____ for too long. | driven |
| (gave, given) | 7. He has _____ his promise. | given |

PANEL 2

PAST PARTICIPLES ENDING WITH "N"

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLES</u>
wear	wore	worn
tear	tore	torn
fly	flew	flown
know	knew	known
see	saw	seen

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17.

REFER TO PANEL 2

WRITE the past participle of each of these verbs.

- | | |
|---|-------|
| 1. He knew her name. He had _____ her name. | known |
| 2. She tore her dress. She has _____ her dress. | torn |
| 3. They wear strange clothes. They have _____ strange clothes. | worn |
| 4. I fly to New York annually. I have _____ to N.Y. many times. | flown |
| 5. You should see that movie. You should have _____ that movie. | seen |

18.

REFER TO PANEL 2.

READ the following sentences and DECIDE which form of the verb to use. Remember that the words has, had and have indicate that the past participle is needed. WRITE the correct verb form in each blank.

- | | |
|--|-------|
| (to wear) 1. I should have _____ a warmer coat. | worn |
| (to know) 2. You _____ her name, don't you? | known |
| (to see) 3. He had _____ all he wanted to see. | seen |
| (to fly) 4. They have _____ many times. | flown |
| (to tear) 5. Has he _____ the cover of the book? | torn |

19.

REFER TO PANEL 2

FILL IN the correct form of the verb in each of these sentences.

- | | | | |
|-----------|----|--|-------|
| (to see) | 1. | Have you ever _____ a rainbow? | seen |
| (to fly) | 2. | You can _____ if you want to. | fly |
| (to know) | 3. | He should have _____ we were coming. | known |
| (to wear) | 4. | He has _____ that shirt for a whole week. | worn |
| (to tear) | 5. | They had _____ it up before I could stop them. | torn |

20.

For each of the following sentences, SELECT the correct verb form and WRITE it in the blank.

- | | | | |
|--------------------|----|--|-------|
| (wearing,
worn) | 1. | He has always _____ his hair that way. | worn |
| (saw,
seen) | 2. | I _____ him coming. | saw |
| (flew,
flown) | 3. | We would have _____, but it cost too much. | flown |
| (teared,
torn) | 4. | He has _____ his pants again. | torn |
| (knewed,
known) | 5. | She should have _____ better. | known |

21.

STUDY these two verb forms:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
sing	sang	sung
swing	swung	swung

What is the past participle of the verb "to sing?"

sung

What is the past participle of the verb "to swing?"

swung

COMPLETE these sentences by FILLING IN the correct form of the verb indicated.

(to sing) 1. He _____ all evening long.

sang

(to sing) 2. She had _____ the song many times.

sung

(to swing) 3. They could have _____ for hours.

swung

(to swing) 4. He had _____ from that tree when he was a boy.

swung

22.

SELECT the correct form of the verb and WRITE it in the blank.

(singed, sung) 1. They have _____ that song before.

sung

(swinged, swung) 2. I had _____ the sack over my shoulder.

swung

23.

STUDY these two verb forms:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
stand	stood	stood
understand	understood	understood

What is the past participle of the verb "to stand?"

stood

What is the past participle of the verb "to understand?"

understood

FILL IN the correct verb forms in these sentences:

(to stand) 1. I had _____ in line for hours.

stood

(to under-stand) 2. Can you _____ what he says?

understand

(to under-stand) 3. Have you _____ everything so far?

understood

(to stand) 4. You should not _____ in the rain.

stand

24.

SELECT the correct verb form and WRITE it in the blank.

(stood, stood) 1. They could have _____ there for hours waiting for a taxi.

stood

(understood, understood) 2. He hadn't _____ a single word.

understood

25.

STUDY the following chart.

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
am, is, are	was, were	been
have, has	had	had

COMPLETE the following pairs of sentences with the correct verb form.

- | | |
|--|------|
| 1. She is happy. She has _____ happy. | been |
| 2. I am bored. I have _____ bored. | been |
| 3. They have enough. They have _____ enough. | had |
| 4. He has troubles. He has _____ troubles. | had |

26.

STUDY the following verb forms:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
is, am	was, were	been
has, have	had	had

FILL IN the correct form of the verb in these sentences:

- | | | |
|-----------|--|------|
| (to be) | 1. She had _____ sick for two weeks. | been |
| (to be) | 2. They should have _____ ready at noon. | been |
| (to have) | 3. He has _____ plenty of time. | had |
| (to have) | 4. I _____ my chance, but I lost. | had |
| (to have) | 5. Have you _____ a good time? | had |
| (to be) | 6. I _____ not happy. | am |

27.

SELECT the correct form of the verb to complete each of these sentences, and WRITE it in the blank.

- (were, been) 1. They _____ at the store. were
(had, have) 2. He has _____ fun. had

28.

STUDY these verb forms:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
come	came	come
run	ran	run

For both of the above verbs, the past participle form is the same as the:

- ☐ present tense form
☐ past tense form

COMPLETE the following pairs of sentences by writing the correct verb form.

1. I come to every class. I have _____ to every class. come
2. They came quickly. They had _____ quickly. come
3. They ran away. They have _____ away. run
4. He runs slowly. He has _____ slowly. run

present tense form

come

come

run

run

29.

LOOK AT the chart below.

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
run	ran	run
come	came	come

FILL IN the correct form of the verb in these sentences:

- | | | |
|-----------|---------------------------------------|------|
| (to come) | 1. I should have _____ earlier. | come |
| (to come) | 2. Has he _____ every week? | come |
| (to run) | 3. I _____ around the block. | ran |
| (to run) | 4. I could not have _____ any faster. | run |

30.

SELECT the correct verb form and WRITE it in the blank.

- | | | |
|--------------|--|------|
| (ran, run) | 1. They _____ toward the accident. | ran |
| (came, come) | 2. He would have _____ if he had been invited. | come |

PANEL 3

PAST PARTICIPLES OF IRREGULAR VERBS
(The verbs are listed in alphabetical order)

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLES</u>
am, is, are	was, were	been
come	came	come
drive	drove	driven
fly	flew	flown
get	got	gotten
have, has	had	had
know	knew	known
run	ran	run
see	saw	seen
sing	sang	sung
speak	spoke	spoken
stand	stood	stood
swing	swung	swung
take	took	taken
tear	tore	torn
understand	understood	understood
wear	wore	worn
weave	wove	woven
write	wrote	written

31.

REVIEW FRAME

REFER TO PANEL 3 (page 21).

COMPLETE these sentences with the correct form of the verb.

(sing)	1. Our glee club _____ at City Hall last Thanksgiving.	sang
(under-stand)	2. If we had _____ the directions we would not have gone so far out of the way.	understood
(speak)	3. She has often _____ highly of you.	spoken
(be)	4. There have _____ many new courses added to the curriculum.	been
(fly)	5. Each year birds _____ to warmer climates during the winter.	fly
(tear)	6. Our clothing had been _____ on the barbed wire as we made our escape.	torn
(have)	7. I _____ three polio shots before I could attend camp.	had
(run)	8. The first race already has been _____, the second race will begin soon.	run
(know)	9. If my friend had not received the note, he would not have _____ about the surprise party.	known
(get)	10. I _____ on the wrong train and was late for work.	got
(take)	11. Carl has _____ drum lessons for many years.	taken
(fly)	12. The papers had _____ out the window.	flown
(write)	13. Many books have been _____ on the art of golf.	written

32.

REVIEW FRAME

REFER TO PANEL 3

SELECT the correct form of the verb and WRITE it in the blank.

(weaved, woven, woved) The material had been _____ in Greece.

woven

(swung, swang, swung) The branches _____ so violently that they almost cracked.

swung

(drived, driven, drove) The unpleasant man had _____ away all of his friends.

driven

(seen, saw) All of us have _____ that film.

seen

(wore, worn) The book bindings had been badly _____ by the end of the school year.

worn

(standed, stood) The children had _____ for several hours to watch the parade.

stood

Time completed _____.

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

PARTS OF SPEECH

NOUN

Examples:

Man is a noun.
John is a noun.
I ve is a noun.

Manly, loves, and is are NOT nouns.

A noun is a word that stands for:

- (1) persons, places, or things
- (2) names of persons, places, or things
- (3) abstract things

PRONOUNS

Examples:

He, she, and it are pronouns.
The pronoun he can replace the noun John.
Pronouns replace nouns.

VERBS

Examples:

Jumps is a verb.
Is is a verb.
Did is a verb.

Verbs tell about action. They describe what a noun or pronoun does or is.

MODIFIERS

Examples:

In the sentence, He ran slowly, slowly is a modifier modifying ran.

In the sentence Tom is lazy, lazy is a modifier modifying Tom.

A modifier is a word that tells something about another word. A modifier describes, restricts, or changes the meaning of the word it modifies.

ADJECTIVES

Examples:

In the sentence The car is red, red is an adjective modifying car.

In the sentence The swift bird flew, swift is an adjective modifying bird.

Adjectives modify nouns.

ADVERBS

Examples:

In the sentence The bird flew swiftly, swiftly is an adverb modifying the verb flew.

In the sentence The soup is extremely hot, extremely is an adverb modifying the adjective hot.

Adverbs modify verbs and adjectives.

(TELLING ADJECTIVES AND ADVERBS APART)

(Irregular Adjective and Adverb Modifiers: Good and Well)

Examples:

In the sentence The movie is good, good is an adjective modifying the noun movie.

In the sentence He worked well, well is an adverb modifying the verb worked.

In the sentence You look well, well is an adjective modifying the pronoun you.

Good is an adjective.

Well is an adjective too when it means healthy. Otherwise it is an adverb.

Examples:

Soft is an adjective.
Softly is an adverb.

Many adjectives and adverbs look alike except for their endings. Adverbs often end with ly.

WHAT IS A SENTENCE?

Examples:

The building is tall is a sentence.
The tall building is not a sentence.

A sentence always tells something: what is, what someone or something is doing, or what happened.

Subject

Examples:

In the sentence The building is tall, building is the subject.

In the sentence He sings well, he is the subject.

The subject of a sentence is a noun or pronoun.

<p>Understood Subject</p>	<p>Examples:</p> <div data-bbox="1106 464 1647 653" style="border: 1px solid black; padding: 5px;"> <p>In the sentence <u>John</u> does his homework, the subject is <u>John</u>.</p> <p>In the sentence <u>Do your homework!</u> <u>you</u> is the understood subject.</p> </div> <p>Sometimes the subject of a sentence is not stated directly. In these sentences, the subject is usually <u>you</u>.</p>
<p>What every Sentence Must Have</p>	<p>Every sentence <u>must</u> have a subject and a verb.</p>
<p>AGREEMENT OF SUBJECT AND VERB</p>	<p>Examples:</p> <div data-bbox="1106 879 1647 1365" style="border: 1px solid black; padding: 5px;"> <p>In the sentence: <u>Tom</u> <u>sees</u> the airplane, the verb <u>sees</u> agrees with the subject <u>Tom</u>.</p> <p>In the sentence <u>Yesterday</u> Tom <u>laughed</u>, the verb <u>laughed</u> agrees with the time of the rest of the sentence.</p> <p>In the sentence: <u>Tom</u> <u>see</u> the airplane, the verb <u>see</u> does NOT agree with the subject <u>Tom</u>.</p> <p>In the sentence <u>Yesterday</u> Tom <u>laughs</u>, the verb <u>laughs</u> does NOT agree with the time of the rest of the sentence.</p> </div> <p>Verbs must agree with or match;</p> <ol style="list-style-type: none"> 1. the time of the rest of the sentence; 2. the subject of the sentence.
<p>Verb Forms</p>	<p>Examples:</p> <div data-bbox="1092 1537 1419 1614" style="border: 1px solid black; padding: 5px;"> <p><u>John</u> <u>runs</u> away.</p> <p>He <u>does</u> his homework.</p> </div>
<p>Singular Verbs</p>	<p>Singular verbs often add <u>s</u> or <u>es</u> at the end.</p>
<p>Past Verbs</p>	<p>Example:</p> <div data-bbox="1097 1689 1434 1739" style="border: 1px solid black; padding: 5px;"> <p>Yesterday he <u>looked</u>.</p> </div>
<p>Future Verbs</p>	<p>Past verbs often add <u>ed</u> at the end.</p>
<p>(Special Cases)</p>	<p>Example:</p> <div data-bbox="1097 1814 1428 1864" style="border: 1px solid black; padding: 5px;"> <p>Tomorrow I <u>will</u> look.</p> </div>
<p>Irregular Verbs:</p>	<p>Future verbs often use <u>will</u>.</p> <p>Examples:</p> <div data-bbox="1097 1934 1565 2104" style="border: 1px solid black; padding: 5px;"> <p>(present) I <u>do</u> it.</p> <p>(past) I <u>did</u> it.</p> <p>(present) He <u>is</u> here.</p> <p>(past) Yesterday he <u>was</u> here.</p> </div>

PARTICIPLES

Examples:

Tom has done his homework.
We have gone there before.

Verbs that are made up of several parts are called participles.

PAST PARTICIPLES

Examples:

She has decided to go.
Rick had joined the army.

Verbs using have, has, or had are called past participles.

How to form past participles most of the time

Many verbs form their past participles by:

1. using has, had, or have; and
2. adding ed at the end.

Irregular verbs

Some verbs do not form their past participles by using the rules above. These are irregular verbs, and you just have to memorize them.

MASTERY TEST

Time started _____

PART I

In each of the following sentences, DECIDE whether the underlined verb form is correct or incorrect. CHECK only the sentences containing verbs that are not correct.

1. ☐ He had been in the sun for too long.
2. ☐ They flown all the way from here to Viet Nam.
3. ☐ He was so angry that he teared up his application.
4. ☐ You have came just in time.
5. ☐ She has torn her dress again.
6. ☐ The Indians have weaved beautiful rugs for centuries.
7. ☐ He drove us to the shore.
8. ☐ Have you took your time?
9. ☐ The guard standed perfectly still all afternoon.
10. ☐ They ran so fast that no one could catch them.

PART II

11. She _____ the tickets last night.
 - a. ☐ get
 - b. ☐ got
 - c. ☐ gotten
12. No one has _____ for hours.
 - a. ☐ speaked
 - b. ☐ spoke
 - c. ☐ spoken

13. The teacher _____ everyone a passing grade.
- a. ☐ gived
 - b. ☐ gave
 - c. ☐ given
14. They _____ they were wrong, but they did it anyway.
- a. ☐ knew
 - b. ☐ knowed
 - c. ☐ known
15. Has anyone _____ that movie yet?
- a. ☐ see
 - b. ☐ saw
 - c. ☐ seen
16. The package had already _____ when we arrived.
- a. ☐ came
 - b. ☐ come
 - c. ☐ camed
17. Has he _____ that song before?
- a. ☐ sing
 - b. ☐ sang
 - c. ☐ sung

18. They have _____ plenty of time to finish.

- a. ☐ has
- b. ☐ had
- c. ☐ have

19. You couldn't have _____ me.

- a. ☐ understand
- b. ☐ understood
- c. ☐ understood

20. She _____ the gate shut after her.

- a. ☐ swing
- b. ☐ swung
- c. ☐ swung

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

ED 070915

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING MORE DIFFICULT WORDS

LEVEL: III

UNIT: 4

LESSON: 15



**U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969**

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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<p>1.</p> <p>PREVIEW FRAME</p> <p>In this lesson, you will be introduced to another group of spelling demons -- words that are often misspelled because they are tricky in some way. The troublesome parts of the words will be pointed out to you, so that you will not have any difficulty with them.</p> <p>If you do not understand the meaning of any of the words in this lesson, refer to the word list at the end of the lesson.</p> <p>NO RESPONSE REQUIRED</p>	<p>GO ON TO THE NEXT FRAME</p>
<p>2.</p> <p>LOOK AT the whole word: humorous</p> <p>How many o's are there in humorous? _____</p> <p>How many u's are there in humorous? _____</p>	<p>2</p> <p>2</p>
<p>3.</p> <p>Here is a sentence to help you remember the correct spelling of the word humorous:</p> <p>The moron was <u>humorous</u>.</p> <p>CIRCLE the letters that these words have in common:</p> <p>moron humorous</p>	<p>moron humorous</p>
<p>4.</p> <p>FILL IN the missing letters to complete this sentence</p> <p>He was more hu_____ous than she.</p>	<p>humorous</p>

<p>5.</p> <p>WRITE the number of the correct spelling of this word:</p> <p>1. humerous 2. humorous 3. humurous</p>	<p>2</p>
<p>6.</p> <p>LOOK AT the whole word: hesitate</p> <p>The word hesitate is made up of three smaller words:</p> <p>he, sit and ate.</p> <p>DRAW LINES to divide this word into three smaller words: hesitate</p>	<p>hesitate</p>
<p>7.</p> <p>Here is a sentence to help you remember the correct spelling of the word hesitate:</p> <p><u>He</u> did not <u>hesitate</u> to <u>sit</u> while the others <u>ate</u>.</p> <p>FILL IN the missing letters in each of the following:</p> <p>__sitate he__ate hesit__</p>	<p><u>hesitate</u> <u>hesitate</u> <u>hesitate</u></p>
<p>8.</p> <p>FILL IN the missing letters to complete this sentence:</p> <p>He did not he__ate to sit while the others ate.</p>	<p><u>hesitate</u></p>

<p>9.</p> <p>WRITE the number of the correct spelling of the following word:</p> <ol style="list-style-type: none"> 1. hezitate 2. hisetate 3. hesitate 4. hessiate 	<p>3</p>
<p>10.</p> <p>LOOK AT the whole word: splendid</p> <p>Here is a sentence to help you remember the correct spelling of the word splendid:</p> <p>He <u>did</u> a <u>splendid</u> job.</p> <p>CIRCLE the word did at the end of this word:</p> <p>splendid</p>	<p>splendid</p>
<p>11.</p> <p>FILL IN the missing letters to complete this sentence:</p> <p>He did a splen___ job.</p>	<p>splendid</p>
<p>12.</p> <p>WRITE the number of the correct spelling of this word:</p> <ol style="list-style-type: none"> 1. splendid 2. splended 	<p>splendid</p>

<p>13.</p> <p>LOOK AT the whole word: acquire</p> <p>UNDERLINE the letter c in this word: acquire</p>	<p>acquire</p>
<p>14.</p> <p>Here is a sentence to help you remember that there is a c in the word acquire:</p> <p><u>Mac</u> wanted to <u>acquire</u> a car.</p> <p>CIRCLE the letters that these words have in common:</p> <p>Mac acquire</p>	<p>Mac acquire</p>
<p>15.</p> <p>COMPLETE the following sentence by filling in the missing letters.</p> <p>Mac wanted to ____quire a car.</p>	<p>acquire</p>
<p>16.</p> <p>WRITE the number of the correct spelling of this word:</p> <p>1. aquire 2. acquire 3. akquire 4. ackquire</p>	<p>2</p>

<p>17.</p> <p>CHECK any word that is misspelled. If all words are spelled correctly, CHECK "none misspelled."</p> <p><input type="checkbox"/> humerous <input type="checkbox"/> hesitate <input type="checkbox"/> splendid <input type="checkbox"/> acquire <input type="checkbox"/> none misspelled</p>	<p>humerous (should be humorous)</p>
<p>18.</p> <p>LOOK AT the whole word: syllable</p> <p>Here is a sentence to help you remember the correct spelling of the word syllable:</p> <p>He said sly and <u>able</u> syllables.</p> <p>CIRCLE the parts of these words which are the same:</p> <p>able syllable</p>	<p>able syllable</p>
<p>19.</p> <p>FILL IN the missing letters to complete this sentence:</p> <p>He wasn't able to say a single syll_____</p>	<p>syll<u>able</u></p>
<p>20.</p> <p>WRITE the number of the correct spelling of this word:</p> <p>1. syllabul 2. syllabel 3. syllble 4. syllable</p>	<p>4</p>

<p>21.</p> <p>LOOK AT the whole word: tablespoon</p> <p>CIRCLE the word table and UNDERLINE the word spoon in this word:</p> <p>tablespoon</p>	<p><u>table</u>spoon</p>
<p>22.</p> <p>PUT these two words together to form a single word, and WRITE it on the line provided:</p> <p>table spoon</p> <p>_____</p>	<p><u>tablespoon</u></p>
<p>23.</p> <p>WRITE the number of the correct spelling of this word:</p> <ol style="list-style-type: none"> 1. tablespoon 2. tabelspoon 3. tablesspoon 4. table spoon 	<p>1</p>
<p>24.</p> <p>SAY these words to yourself: artificial suspicion</p> <p>In each of the above words, the letters <u>ci</u> sound like the letters:</p> <p>ci si ch sh</p>	<p>sh</p>

<p>25.</p> <p>CIRCLE the letters in these two words that sound like the letters sh:</p> <p>artificial suspicion</p>	<p>artificial suspicion</p>
<p>26.</p> <p>FILL IN the missing letters to complete each of these words:</p> <p>artifi__al suspi__on</p>	<p>artificial suspicion</p>
<p>27.</p> <p>WRITE the number of the correct spelling of each of these words:</p> <p>1. artifi<u>s</u>ial 2. artifi<u>t</u>ial 3. artifi<u>s</u>hial 4. artifi<u>c</u>ial</p> <p>1. susp<u>i</u>cion 2. susp<u>i</u>shun 3. susp<u>i</u>chion 4. susp<u>i</u>sion</p>	<p>4 1</p>
<p>28.</p> <p>CHECK the word that is misspelled. If all words are spelled correctly CHECK "none misspelled."</p> <p><input type="checkbox"/> syllable <input type="checkbox"/> table spoon <input type="checkbox"/> artificial <input type="checkbox"/> suspicion <input type="checkbox"/> none misspelled</p>	<p>table spoon (should be tablespoon)</p>

29.

LOOK AT these two words: decent recently

Here is a sentence to help you remember the correct spelling of both of these words:

He decently recently lent me a cent.

CIRCLE the word cent in each of these words:

decent
recently

decent
recently

30.

COMPLETE this sentence by filling in the missing letters:

He de _____ ly re _____ ly lent me a cent.

decent recently

31.

WRITE the number of the correct spelling of each of these words:

1. decent
2. desent
3. decint

1

1. reciently
2. resently
3. recently

3

<p>32.</p> <p>LOOK AT the whole word: apparently</p> <p>Here is a sentence to help you remember the spelling of the word apparently:</p> <p><u>A</u>pparently the <u>a</u>pples <u>a</u>ren't ready.</p> <p>CIRCLE the parts of these words which are the same:</p> <p>apple apparent</p>	<p>apple apparently</p>
<p>33.</p> <p>FILL IN the missing letters to complete the sentence:</p> <p>App_____ly the apples aren't ready.</p>	<p>apparently</p>
<p>34.</p> <p>WRITE the number of the correct spelling of this word:</p> <ol style="list-style-type: none"> 1. apparently 2. apparantly 3. apperently 4. apperantly 	<p>1</p>

<p>35.</p> <p>LOOK AT the whole word: criticism</p> <p>Here is a sentence to help you remember the correct spelling of the word criticism:</p> <p>It is the job of a <u>critic</u> to hand out <u>criticism</u>.</p> <p>CIRCLE the word critic in this word: criticism</p> <p>How many c's are there in the word criticism? ____</p>	<p><u>critic</u>ism</p> <p>2</p>
<p>36.</p> <p>FILL IN the missing letters to complete this sentence:</p> <p>It is the job of a critic to hand out cri____ism.</p>	<p>criticism</p>
<p>37.</p> <p>WRITE the number of the correct spelling of this word:</p> <ol style="list-style-type: none"> 1. critisicm 2. critism 3. criticism 	<p>3</p>
<p>38.</p> <p>CHECK the word that is misspelled. If all words are spelled correctly, CHECK " none misspelled".</p> <ul style="list-style-type: none"> <input type="checkbox"/> apparantly <input type="checkbox"/> recently <input type="checkbox"/> decent <input type="checkbox"/> criticism <input type="checkbox"/> none misspelled 	<p>apparantly (should be apparently)</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>ERIC Clearinghouse</p> <p>JAN 16 1973</p> <p>on Adult Education</p> </div>

39.

REVIEW FRAME

MATCH each of the words below with the clue that will help you remember the correct spelling of the word.

- | | | |
|-----------------|---------------------|------------|
| A. able | 1. _____ acquire | 1. F |
| B. cent | 2. _____ apparently | 2. H and I |
| C. critic | 3. _____ criticism | 3. C |
| D. did | 4. _____ decent | 4. B |
| E. he, sit, ate | 5. _____ hesitate | 5. E |
| F. Mac | 6. _____ humorous | 6. G |
| G. moron | 7. _____ recently | 7. B |
| H. aren't | 8. _____ splendid | 8. D |
| I. apple | 9. _____ syllable | 9. A |

40.

REVIEW FRAME

FILL IN the letters in these two words that sound like the letters "sh."

artifi__al suspi__on

PUT these two words together to make a single word:

table spoon

artificial suspicion

tablespoon (not table spoon)

41.

In the following frame, CHECK the word that is misspelled. If all words are spelled correctly, CHECK "none misspelled."

- ☐ recently
- ☐ syllabul
- ☐ artificial
- ☐ acquire
- ☐ none misspelled

syllabul (should be syllable)

42.

CHECK the word that is misspelled in the list below:

- ☐ humorous
- ☐ desent
- ☐ criticism
- ☐ splendid
- ☐ none misspelled

desent (should be decent)

43.

CHECK the word that is misspelled in the list below:

- ☐ hesitate
- ☐ suspision
- ☐ apparently
- ☐ tablespoon
- ☐ none misspelled

suspision (should be suspicion)

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOK-LET.

<u>WORD</u>	<u>DEFINITION</u>
HUMOROUS	funny; full of humor, as a humorous joke
HESITATE	to be uncertain as to what to do or say; to pause undecidedly He <u>hesitated</u> before deciding which way to turn
SPLENDID	shining; brilliant; showy; magnificent; grand; excellent The performance was <u>splendid</u> .
ACQUIRE	to get as one's own He went to school to <u>acquire</u> new skills.
SYLLABLE	a part of a word capable of being pronounced in a single speech sound The word <u>syllable</u> has three <u>syllables</u> .
TABLESPOON	a large spoon, three times the size of a teaspoon, or one sixteenth of a cup The recipe called for one <u>tablespoon</u> of butter.
ARTIFICIAL	made by man; not natural Man has created a very complicated <u>artificial</u> environment.
SUSPICION	imagination of something wrong, without proof; mistrust; hint He had a <u>suspicion</u> that everyone was plotting against him.
DECENT	appropriate; proper; fitting His behavior was <u>decent</u> .
RECENTLY	lately; of a time near to the present He has been ill <u>recently</u> .

APPARENTLY

evidently; obviously open to view; seemingly

He was apparently frightened, since his whole body was shaking.

CRITICISM

examination, observation, review, judgment

He was an expert on art, so his criticism was considered valuable.

MASTERY TEST

Time started _____

For each of the following words, CHECK the correct column, to show whether the word is spelled correctly or whether it is misspelled.

	Spelled Correctly	Misspelled
1. humorous	<input type="checkbox"/>	<input type="checkbox"/>
2. splended	<input type="checkbox"/>	<input type="checkbox"/>
3. syllable	<input type="checkbox"/>	<input type="checkbox"/>
4. artificial	<input type="checkbox"/>	<input type="checkbox"/>
5. decent	<input type="checkbox"/>	<input type="checkbox"/>
6. apparently	<input type="checkbox"/>	<input type="checkbox"/>
7. hezitate	<input type="checkbox"/>	<input type="checkbox"/>
8. aquire	<input type="checkbox"/>	<input type="checkbox"/>
9. tablespoon	<input type="checkbox"/>	<input type="checkbox"/>
10. suspicion	<input type="checkbox"/>	<input type="checkbox"/>
11. recintly	<input type="checkbox"/>	<input type="checkbox"/>
12. critisicm	<input type="checkbox"/>	<input type="checkbox"/>

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.